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ABSTRACT

This publication is a compilation of keynote addresses and workshop presentations given at a national conference on the Child Development Associate (CDA) program held in conjunction with the 1979 annual meeting of the National Association for the Education of Young Children (NAEYC). The document is divided into eleven sections. Each section represents a particular session, workshop (or combination of workshops) in the day's program. The first section presents an assessment of whether or not the CDA program met specified challenges of the 1970s. The remaining ten sections are titled as follows: (1) Overview of the CDA program: (2) The CDA Assessment and Credentialing System: (3) An update on the Assessment and Credentialing System: (4) Implementation of CDA Training Criteria: (5) Materials and Resources for CDA Training: (6) Representative Approaches to CDA Training: (7) Incorporation of CDA into State and Federal Requirements: (8) New Developments in CDA Training: (9) Developing a CDA Training Program: and (10) Impact and Potential of the CDA Program. A complete schedule of the conference events is included in the Appendix. (Author/SS)

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Child Development Associate Day
at the
National Association for the Education of Young Children

CONFERENCE PROCEEDINGS

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The Child Development Associate Program

Special Information and Update

Overview

The CDA program is a national effort embodying a new concept of training, assessing, and credentialing child care staff. The program was initiated in 1971 by the Administration for Children, Youth, and Families (ACYF), U.S. Department of Health, Education, and Welfare, to create a new category of professional child care workers. The basic goal of the CDA program is to upgrade the quality of Head Start, day care, and other child development programs by increasing the skills and knowledge of classroom staff.

The Child Development Associate

The Child Development Associate, or CDA, is a person who works with and is able to meet the specific needs of a group of preschool children by nurturing the children's physical, social, emotional, and intellectual growth; by establishing and maintaining a proper child care environment; and by promoting good relations between parents and the child development center. The CDA is a person who has been awarded the CDA credential after satisfactorily demonstrating competence in his or her performance with children.

Update

CDA DAY AT NAEYC was held in Atlanta, Georgia, November 7, 1979, in conjunction with the annual meeting of the National Association for the Education of Young Children. At that time more than 6,000 individuals had earned their CDA credential. Several hundred CDA training programs were in full operation, and over 6,000 persons were in CDA training. Unfortunately, the assessment and credentialing services had been temporarily curtailed. A short-term contract was subsequently signed to continue operation of the Credential Award System through June 1980.

We regret the inconvenience and hardships caused by the continuing disruption in assessment and credentialing services. ACYF has never ceased to support the total CDA effort. A procurement for the operation of the Credential Award System is now being processed, and we have every hope that all components of the CDA Program will be in full operation in the very near future.

Jenni W. Klein
Chief of Education Branch
Development and Planning Division
Administration for Children,
Youth, and Families

July 1980

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PREFACE

Purposes of the Publication

This publication was prepared by University Research Corporation (URC) under Contract No. 105-78-1016 with the Administration for Children, Youth, and Families (ACYF), to provide training and technical assistance to Head Start Supplementary Training/Child Development Associate (HSST/CDA) programs.

It is a compilation of keynote addresses and workshop presentations given at CDA DAY AT NAEYC, a national conference on the Child Development Associate (CDA) program held in conjunction with the 1979 annual meeting of the National Association for the Education of Young Children (NAEYC). The purposes for this publication are (1) to document this significant event in CDA history; (2) to share information that was presented with those who were unable to attend the conference; and (3) to make the information available in written form for future use by individuals and institutions involved in, or interested in CDA training.

Design of the Document

This document is divided into eleven sections and an Appendix. Each section represents a particular session, workshop, or a combination of workshops, in the day's program, and includes some of the applicable speeches and presentations. Since presentors had the option of developing and submitting articles for this publication, not every presentation is included. The complete schedule of events may be found in the appendix.

Definition of Terms

For the purposes of clarity and consistency, the editors have changed all references to persons involved in CDA training and to assessment procedures to the designations in the chart below:

DEFINITIONS OF KEY CDA TRAINING
AND CDA CREDENTIAL AWARD SYSTEM TERMS

CDA Training	CDA CREDENTIAL AWARD SYSTEM
CDA Intern The person (frequently called trainee) in CDA training whose goal is acquisition of the CDA credential.	CDA Candidate The person who has been officially registered as a candidate for the CDA credential by the organization responsible for the CDA Credential Award System.
Appraisal, initial appraisal, and ongoing appraisal The processes by which training programs and interns themselves make judgments about the competence demonstrated by a CDA intern during training.	Assessment The process by which the organization responsible for award of the CDA credential makes judgments about the competence demonstrated by a CDA candidate.
Field Supervisor The person (frequently called trainer) who advises, counsels, guides, instructs, and assists CDA interns in their field work during the training period.	LAT Advisor The person (formerly called LAT trainer) who observes and advises the CDA candidate during the assessment period for award of the CDA credential.

FOREWORD

Background Information

CDA DAY AT NAEYC was a "first" in CDA history. That it took place at the annual NAEYC conference seems fitting, as the annual meeting of NAEYC has been significant to the Child Development Associate (CDA) program over the past nine years.

At the 1970 NAEYC conference, Dr. Edward Zigler, in his keynote address, outlined the need for such a program. At the 1971 conference, he announced initiation of the CDA effort. At each NAEYC conference thereafter, information of the CDA program has been brought before the early childhood community.

NAEYC conferences provide meeting places, presentations, and camaraderie--ingredients that reduce feelings of separateness, stimulate thinking, and generate new ideas. It was in that atmosphere at the 1978 NAEYC conference that the idea for CDA DAY AT NAEYC originated. Jenni Klein, often called the "mother" of CDA, lent her wisdom and support. The idea was nurtured, shaped, and reshaped by leaders in CDA and related fields who assisted in this important endeavor. These individuals responded with warmth and enthusiasm, as did Marilyn M. Smith, Executive Director, and J.D. Andrews, conference coordinator of NAEYC. University Research Corporation was called in to coordinate the endeavor.

Purposes

The purposes for holding such a day were threefold:

- To share insights about CDA among those specifically involved in CDA and with the early childhood community in general.
- To learn from one another: the broader early childhood community about CDA; CDA professionals about the early childhood community and about other CDA professionals and programs.
- To reflect on the progress of the CDA program since its initiation in 1971, especially in relation to the original goals and purposes of the effort.

Participants

CDA DAY brought together individuals who played key roles in the initial concpetualizations of the CDA program, but who had left it to pursue other interests; key figures who were then, and who are still deeply involved in one facet of CDA or another; seasoned CDA trainers and administrators; persons completely new but soon to be involved in CDA in some way (e.g., interns and field supervisors); and interested individuals who wanted to know what CDA was all about.

Over 500 persons were in attendance. They represented 43 states and came from such distant places as Alaska, Puerto Rico, Hawaii, and Samoa. Our neighbors from Canada were also in attendance.

A goal of CDA was to create a new category of professional child caregivers. A perusal of registration forms for the day indicated that the CDA program has simultaneously created many new roles or categories of early childhood professionals. In addition to CDAs, the list included: CDA field supervisors, CDA Consortium representatives, CDA project directors, CDA administrators, CDA interns, CDA candidates, CDA materials development specialists, CDA training coordinators, CDA consultants, CDA academic instructors, and CDA contractors. Also included were regional training officers, state training officers, and parents who had served on CDA Local Assessment Teams. The largest group of CDA professionals was the field supervisors. Almost a third of the participants had no previous involvement with CDA.

Conference Proceedings

The workshop included 2 general sessions, and 10 indepth workshops that offered information on a variety of CDA-related topics. The workshops were designed to provide overviews for individuals who were new to CDA or detailed information for experienced CDA trainers and program developers. Workshop presentors included CDAs, early childhood educators, child care providers, program administrators, curriculum developers, and agency officials. The conference closed with a forum in which distinguished speakers addressed the topic, "The Impact and Potential of the CDA Program."

Summary and Acknowledgments

It is hoped that readers of this document can still sense the spirit of excitement that was in the air at CDA DAY and communicated by the presentors. As co-planners of CDA DAY we were privileged to be in frequent contact with the presentors throughout every stage of conference development. Based on that experience we have reached the conclusion that CDA, in addition to having made a difference in the quality of care for young children, has also made a difference in the lives of the adults who have been involved in the CDA effort. Three areas of impact were noted:

1. The CDA program has had an impact on self-concepts.

CDAs and CDA field supervisors attested to the fact that their professional self-concepts are now more positive.

2. The CDA program has released creativity.

CDA has pioneered a new way of training, assessing, and credentialing child caregivers. It has created a new professional category. CDA curriculum developers, field supervisors, program administrators, and materials developers spoke of experiencing the emotional gains that go with creative expression.

3. The CDA program has tapped the human potential for caring.

CDA DAY keynote speakers, workshop coordinators, and presentors willingly gave their time and energy, because they care about CDA. The commitment they feel rang in their voices and shone through their eyes as they spoke of CDA.

CDA DAY AT NAEYC helped all of us get in touch with the reality that is CDA.

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University Research Corporation

Beverly Schmalzried
Educational Specialist
Administration for Children,
Youth, and Families

Co-Planners, CDA DAY

July, 1980

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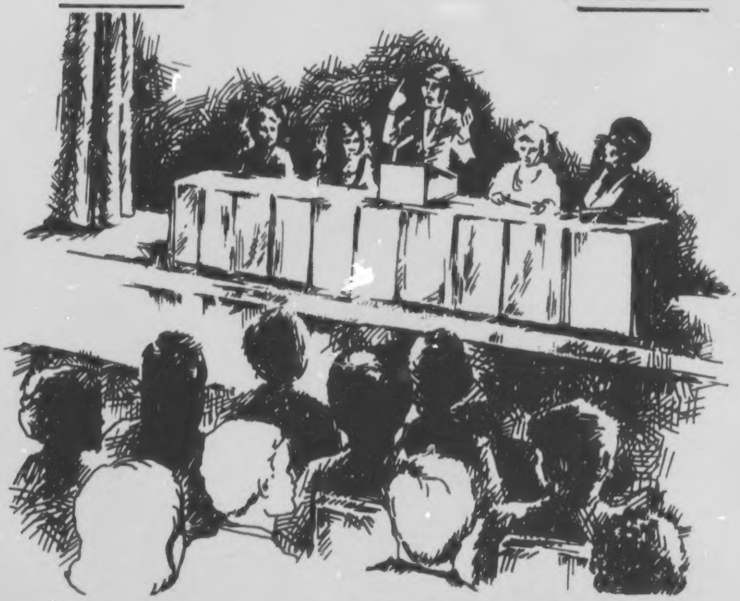

I

CDA:
HAS THE 1970 CHALLENGE BEEN MET?

The Child Development Associate: Has the 1970 Challenge Been Met?*

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When conceived, the Child Development Associate program was predicated on the fundamental principle that the single most important factor in a child's life was the quality of care the child received from adult caretakers. This principle remains not only a critical axiom of child development theory, but is the ongoing force that propels the growth and continuation of CDA. Using competency as the foundation for improved training and assessment techniques, the Child Development Associate credential has revitalized training for child care professionals and has created an entirely new approach for credentialing adults who work with young children. The Child Development Associate credential is now nationally recognized, and it has created a new professional category. To date, more than 6,000 individuals have earned the CDA credential and an additional 6,000 persons are in CDA training in over 350 programs. Fifteen states and the District of Columbia have recognized the importance of the CDA credential by incorporating it into their child care licensures. The CDA program has affected institutions directly and indirectly. CDA competencies are being used as a guide for the improvement of many early childhood programs. Colleges and universities have incorporated CDA competencies into their training, and in some institutions, the competency-based approach is being applied to other disciplines.

Individuals who participate in the CDA process benefit personally and enhance the quality of child care afforded children. Through CDA, competencies in nurturing the physical, social, emotional, and intellectual growth of preschool children are augmented. When suitable child care environments are established, the positive relationships between staff of a child care facility and parents are developed and individuals and institutions function more effectively. Such real barometers now provide evidence that CDA is working.

Like children, CDA has evolved and grown. Although many challenges have been met, each phase of development presents new demands. The challenge of CDA is not complete, rather it is ongoing, constantly changing to keep pace with its own accomplishments. To meet the challenges of the decade ahead, CDA must learn from its past and take stock of change demographics and economic conditions. American economists continue to predict increased inflation, a trend that historically has been correlated with an increase in the number of women who work. Variegated family patterns, including single parent families, point toward the need for shared child care. Over 50 percent of mothers are now working, and the best prediction is that by the end of the decade, 70 percent of our nation's mothers will be gainfully employed. In increasing numbers, young mothers will need provision of care for their children. In an attempt to obtain quality child care, young mothers do and will continue to investigate alternative child care arrangements: they visit centers and read materials. Increased parental awareness of what constitutes quality child care, coupled with changing demographics, will generate increased demand for services, thereby placing strain on an already inadequate and insufficient system of child care.

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*The authors would like to acknowledge the relationship of this article to the Child Development Associate Task Force Committee Report. In addition to Edward Zigler, The Task Force consisted of Asa Hilliard, Lilian Katz, Richard Orton, Marilyn Smith, and C. Ray Williams. Recommendations in this paper, although similar to those of the Task Force report, are solely the responsibility of the authors.

While the Child Development Associate program does not provide funds to increase the number of children who can be served in out-of-home care, it does directly address improving the quality of child care in this country. Given CDA's success to date, the challenge now is to expedite the realization of increased quality of services in child care facilities throughout the nation.

Decentralization of the Credentialing System

Improved care can be provided for children if the numbers of CDAs are systematically increased. The current credentialing system was established to meet specific needs. Centralized in Washington, D.C., the Child Development Associate Consortium (CDAC), a nonprofit organization, credentials successful candidates. While qualitatively effective, the system is cumbersome. The centralized approach causes needless delays. If CDAC is to credential increased numbers of individuals, then a decentralized assessment system must be investigated.

Decentralization of CDA could take a variety of forms, all of which would expedite the credentialing process. We suggest a State by State credentialing mechanism that would allow a variety of institutions to credential individuals. Certainly, colleges and other institutions of higher education could credential CDAs. But credentialing capabilities are not solely the purview of institutions of higher education. Quality service programs may have the personnel to develop competent CDAs and to pass on this competency to other poeple and other programs. Head Start grantees, State departments of welfare or education, community action agencies or State organizations could be considered as potential credentialing units within a State structure. Potential units would be evaluated by the CDAC to ascertain credentialing capability. If qualified, the agency or group would be licensed by the Consortium as an "entitled credentialing agency." The CDAC would have the responsibility for monitoring the entitled agencies to guarantee comparability of quality. As part of the monitoring process, selected individuals who have been credentialed by the agency should be interviewed to obtain their perspective on the credentialing process and its effects.

Decentralizing the credentialing process, State by State and unit by unit, could stimulate increased numbers of CDAs. Credentialing delays, currently experienced regularly, might be reduced. Further, decentralized credentialing permits a sensitivity to unique needs and issues that a centralized system cannot incorporate. Because the credentialing is more proximal, tracking and supporting candidates through the process would be feasible.

Expanding the number of CDAs can be accomplished by restructuring the current process, as indicated above, and by building upon existing, but separate credentialing systems. Initiators of CDA were very clear that this credential was not equivalent to a standard Associate or Bachelor of Arts degree. The Child Development Associate: A Guide for Training, published in 1973 by the Office of Child Development, indicates

> *"... a college degree by itself is no guarantee that a person possesses the competencies necessary to foster intellectual, social, physical, and emotional growth in young children. (page 1)*

> *"...the credential of Child Development Associate will be based upon demonstrated competency to assume primary responsibility for a group of young children rather than solely upon courses taken, academic credits earned, or degrees awarded...." (page 2)*

Given dramatic changes in institutional receptivity to competency-based efforts and given the increased need for quality providers, linking the CDA credential to a standard degree should now be considered. The CDA credential must retain its competency-based approach, but by modifying or adding requirements to a standard educational curriculum, A.A. or B.A. degree candidates could obtain both the conventional and CDA awards. Providing the CDA credential as an added option for A.A. or B.A. candidates not only increases the pool of candidates, but adds institutional credibility and expanded visibility to the CDA credential. The downside risk, minimizing the integrity of the competency-based approach, must be protected at all costs if and when this option is implemented.

Public Education

Decentralization of CDA credentialing would alleviate some operational functions of those heavily involved in the CDA Consortium. In so doing, the CDAC should turn its energies to other issues vital to the long-range success of CDA. As mentioned earlier, the Consortium would have responsibility for entitling and monitoring agencies handling the credentialing. In addition, the Consortium must work to strengthen the visibility and credibility of the credential. CDA seems to be one of Washington's best kept secrets. The average American citizen who is paying for CDA, and who might be a potential candidate or advocate, is unaware of the program. What is needed is a systematic public education effort that reaches beyond the child care professions. Articles should be written telling the CDA story to the public at large. Parents who use day care or Head Start must be aware of the credential and its potential importance to their children. Pediatricians, clergy, and others who assist parents in locating child care should be able to convey accurate information about CDA. Centers in conducting recruitment, should highlight that center staff have the credential. In short, what the CDA is and what it means must be conveyed to the public. The Consortium can and must take leadership in this effort.

Incentives

That the CDA has meaning for involved adults is acknowledged. For those already credentialed or those who hope to be credentialed soon, the CDA has been a goal, "a turning point in my life," to quote a Connecticut CDA. In spite of the personal satisfaction, for some, the long hours, the hard work, the personal inconveniences in obtaining the credential have not paid off. Some candidates feel the credential is underrecognized in the broader community; others indicate that it is underrecognized in their own agencies. It is clear that incentives for CDAs are seriously lacking. The Consortium must immediately direct its efforts to investigating alternatives to this pressing concern. Incentive systems that warrant attention include priority hiring for CDAs in federally-funded programs or differential pay for those who have been awarded the CDA. Head Start must take the initiative to incorporate incentives immediately. But incentives for CDA must be expanded beyond Head Start to include public and proprietary day care.

Several strategies to meet these ends are possible. First, if a decentralized credentialing plan resulted in the formation of a State CDA group, that organization potentially could receive training funds already allocated to States through CETA or other programs. Second, the Head Start mechanism should be mobilized to take the lead, as it has done so frequently in the past. Financial incentives to Head Start employees who have received their CDA credential should be instituted. Even if the differential in pay is small, the CDA credential must yield financial gain in Head Start. In Head Start, and in other federally-funded programs, priority in hiring practices should be given to CDAs. Third, the government, having already invested large sums in the development and refinement of CDA, must be cost efficient and use the CDA system in other federal day care programs. Fourth, federal subsidies for the training of potential CDAs who work in nonprofit centers should be considered.

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Although not under the aegis of government, proprietary day care settings could provide incentives for hiring CDAs, particularly if the centers derived benefit from being associated with the CDA system. Benefits for proprietary centers include having staff who are acknowledged as competent providers of child care and who possess a nationally recognized credential for child care workers. These are important factors in making the centers more attractive to the consumer-parent.

The Consortium must also champion CDAs' needs for improved benefits, improved working conditions and for ongoing personal development. The CDA credential must provide a hedge, however slight, against unemployment. A CDA credential obtained in one State must carry weight and respect throughout the nation. Incentives take many forms. Certainly improved salary and benefits are important. Beyond that, the Consortium must become a strong advocate for the nation's CDAs. Without a single body assuming responsibility for addressing incentives or other critical issues, local gains, while helpful, are of limited value. A systematic national effort is necessary.

Strengthening the CDA Network

Currently, CDAs exist throughout the nation. Because the number of CDAs are growing and because the CDA experience is not absolute, the mechanism to link credentialed individuals and those interested in CDA should be strengthened. Under the Consortium, a loosely-structured network could provide a vehicle for maintaining an active CDA presence long after the credential is obtained. The network could sponsor continuing educational series, conferences, and professional exchanges. It could provide a base of advocacy efforts. A network could also assist the Consortium by providing ongoing feedback from the field on issues of special concern to the total CDA enterprise.

The Family of CDAs

The existence of the CDA credential confirmed what many child care specialists knew for years--that elements of quality child care could be specified and evaluated. The existence of a competency-based system mitigated the need for conventional certification. Competence was and could be mastered independent of formal education. Given general agreement on the importance of a competency-based credential and given the knowledge garnered through the process of developing and implementing the CDA system, the feasibility of expanding the CDA concept to include a family of CDA-type credentials should be explored. Building upon the system that has worked well, credentials should be developed to meet the most pressing needs of this country: infant care, family or home-based child care, and after-school day care. A CDA type credential for providers of care of institutionalized youth would be a tremendous asset for this often overlooked sector. The family of CDAs could be expanded not only to include other types of services, but within the preschool area, credentials could be developed for various individuals in addition to the teachers: center directors, head teachers, assistant teachers, and teacher aides. Building upon the knowledge and experience accumulated through the development and implementation of CDA, a series of companion competency-based credentials is an imperative for the 80's.

Research

Proponents and critics of CDA often disparage the limited research available on the processes and effects of CDA training. Critics often use this paucity to fortify arguments to curtail, delay or discredit the credential. Proponents, equally concerned about the lack of a full information base, indicate that research studies along with general information would aid in facilitating program improvements. Emanating from these two widely divergent perspectives, the call for enhanced research on CDA is legitimate. Independent studies exist, but what is now needed is a comprehensive evalution of CDA. One research thrust could focus on developing longitudinal studies to investigate differences between children in the care of CDAs and those cared for by non-CDA adults.

Process studies could examine training components to determine the comparative value of various steps in the credentialing process: Are all current steps necessary? Should some steps be weighted more heavily than others? What elements of the training are most beneficial? Short and long-term effects of the credentialing process on individuals and centers could be studied. Anecdotal material that describes the CDA experience would be extremely beneficial to amplify quantitative research. An historical study that chronicles the conceptualization and actual processes of initiating and implementating CDA would be useful when developing other credentials in the CDA family.

Congressionally Mandated Corporation Status

When the CDA Consortium was developed, its functions were clearly delineated from those of government agencies. Specifically, the Consortium was responsible for the CDA assessment and credentialing procedure while the federal agency (the Administration for Children, Youth, and Families, formerly the Office of Child Development) retained responsibility for training. Unfortunately, the separation of function was more easily accomplished than the provision of financial resources. To date the CDA Consortium, although a nonprofit corporation, has received the preponderance of its funds, from the Administration for Children, Youth, and Families. Bonding between ACYF and CDAC has been necessary, given the difficulties the Consortium has encountered in its efforts to generate resources. Yet, this tie to a single federal agency has created dependence and vulnerability for the Consortium. No longer can the existence of quality child care be subjected to recurrent entanglements in the political arena.

If CDA is to expand to meet the needs of the coming decade, it must become the truly independent organization that was originally intended. To accomplish this, a private nonprofit corporation, modeled after the Corporation for Public Broadcasting, should be established. Congressional involvement in legislating the structure and funding is necessary. In the case of the Corporation for Public Broadcasting, Congress mandated the existence of the Corporation and votes annually on its appropriation. Board members of the Corporation are appointed by the President and are charged with determining the policies that guide local public television and radio stations throughout the nation. This system has worked remarkably effectively, and has been used as a model by several governmental agencies. Given Congressional support, a fairly comparable structure could be envisioned for CDA. Under the aegis of a presidentially appointed Corporation board, the CDAC could establish procedures for maintaining and expanding CDA. Consortium membership would be limited to individuals representing organizations concerned with CDA and those willing to participate actively and regularly in Consortium efforts. The CDAC would establish criteria for licensing "entitling units" that, in turn, would credential individual candidates. Most importantly, funds for the operation of the CDAC and CDA credentialing activities would emanate from Congress directly to the Corporation. No federal agency would control or be responsible for funding of the Consortium. Clearly, an effort of this magnitude requires full consideration and broad-based support. But until the Consortium is freed from the Federal agency contracting process, its very existence remains precarious.

CDA Planning Committee

Currently the CDAC is at a pivotal point with many challenges ahead. It is clear that decisions made now will alter the nation's capability to deliver quality child care to thousands of children in the coming decade. Yet the magnitude of these decisions, however great, cannot be allowed to overcome the Consortium.

Our final recommendation demands immediate action. We call for the establishment of a CDA Planning Committee that is responsible for the development of a long range plan for CDAC and the CDA credential. The plan would chart specific short- and long-term goals and would include enabling action, timeliness,

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and budget implications. This proposed CDA Planning Committee must not act in a vacuum, but should begin its deliberations by examining the work done to date by the CDA Task Force. In fact, members of the Task Force could constitute the nucleus for an enlarged committee composed of individuals who represent divergent perspectives on CDA. With modest funding, the Committee could function efficiently and thoroughly. If only one step can be taken now, priority should be given to the establishment of this Committee. Those involved with CDA must lend support to the vital and difficult work of the Committee, so that, like challenges of the 70's, those of the 80's can be met. Nothing less than the optimum care of our next generation is at stake.

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II

OVERVIEW OF THE CDA PROGRAM

The CDA Program and the Competency Standards

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I must admit that there are very few things I like to talk about more than CDA, and how CDA relates to quality programs for children. First, I'd like to talk briefly about what the CDA program is and then give an overview of why and how it developed.

The Child Development Associate Program was initiated by the Administration for Children, Youth, and Families (formerly the Office of Child Development), a unit of the U.S. Department of Health and Human Services (formerly the Department of Health, Education, and Welfare). It is a national effort to improve the quality of care for young children in child care settings by focusing on the competence of the child care staff. It features a nontraditional route to a professional credential for child caregivers, called Child Development Associates, or CDAs. The CDA credential is awarded based on demonstrated competence, and entitles the CDA to take the role of the primary caregiver, or teacher, in center-based programs.

Program Overview

Three components are included in the total CDA effort:

- CDA Competencies
- CDA training
- CDA assessment and credentialing.

The CDA Competencies--the knowledge and skills required of the Child Development Associate--are the basis for training as well as for assessment and credentialing. CDA training is designed to help individuals acquire the CDA Competencies. Individuals are assessed and credentialed through the Credential Award System of the CDA Consortium, a representative group of national organizations concerned with child development. The key concept in the CDA effort is demonstrated competence. Unlike the traditional approach to professional credentialing which is based only on academic degrees or number of courses taken, the CDA credential is based on the candidate's demonstrated ability to work with and assume primary responsibility for the education and development of a group of preschool children.

Historical Background

The CDA Program was initiated because there was a need to improve the quality of programs for young children. All of you know the adults, the teachers and other staff members who work with the children are key elements in any child care program. The concern at the national level during the early 1970's was twofold: to increase the competence and the numbers of child care personnel.

The number of programs for preschool children had increased very rapidly. Statistics showed that the number of licensed day care facilities in the United States had tripled during the 1960s and that enrollment in other programs for children aged three through five had doubled. There was a growing public awareness of the importance of the early years--the "preschool" years. During this same period an increasing number of women were joining the work force.

Across the country, state certification standards had been carefully set for elementary and secondary education teachers, but very few states showed even an interest in certification of nursery school teachers. And, although many states required licensing for day care centers and set standards for health and safety, staff qualifications were usually not specified.

The time was ripe for a national effort to focus on child care. A training system was needed to improve the competence of staff and to increase the number of new staff entering the field. Alternatives to the regular college channels for credentialing were needed. At the 1970 NAEYC conference, Dr. Edward Zigler, then the Director of the Office of Child Development, addressed these needs and assured conference participants of commitment at the national level.

The CDA Competencies

In 1971, leaders in the field of early childhood education and child development worked with us at ACYF to identify the knowledge and skills that would be required of competent child caregivers. We asked ourselves, "What is it that a competent child caregiver must be able to do and be?" We then described six broad CDA Competency Areas, identified subcategories of skills related to each broad Area, and also developed a list of Personal Capacities. Personal Capacities are skills in relating to children considered essential to the CDA's ability to demonstrate the Competencies.

The six broad Competency Areas developed then remain the same today. They are:

1. Setting up and maintaining a safe and healthy learning environment,
2. Advancing physical and intellectual competence,
3. Building positive self-concept and individual strength,
4. Organizing and sustaining the positive functioning of children and adults in a group environment,
5. Bringing about optimal coordination of home and center child-rearing practices and expectations, and
6. Carrying out supplementary responsibilities related to the children's programs.

The Competencies are the philosophy or framework, if you will, of good early education and child development. As many of you know, the CDA Competencies are used all over the United States and in other countries. I have visited foreign countries where people have shown me the CDA Competencies.

At still another NAEYC conference--this time in 1971--Dr. Zigler officially announced implementation plans for the national CDA project. He emphasized that there would be a plan for training and a plan for assessing and credentialing. The plans would include a method for recognizing child care workers who were already competent, but who had no formal credential.

CDA Training

Once the Competencies were established, the next question was, "How do we train people to acquire the Competencies?" As with all parts of the CDA effort the early childhood education and child development field was involved in discussion that resulted in training criteria published by ACYF as "training guidelines." These training guidelines have been used by hundreds of colleges and training groups. Like the Competencies, they are basically the same now as when they were initially set out.

They require training to be based on the CDA Competencies, valid credit to be offered for CDA training, 50 percent or more of the total training time to be spent in supervised field experiences, academic and field experiences to be integrated, and each trainee's program to be individualized and flexibly scheduled according to rate of acquisition of the CDA Competencies.

During 1973, ACYF turned its attention to designing and implementing CDA competency-based training. The first major training effort was the funding of 13 CDA pilot training projects. These projects were to develop innovative approaches to CDA training based on CDA training guidelines and the CDA Competencies. They operated for three years.*

Toward the end of 1973, CDA training was incorporated into Head Start Supplementary Training (HSST) programs for Head Start classroom staff, which provided access to CDA training to thousands of Head Start staff. During the following years the pilot projects developed and implemented a number of innovative training approaches, and the HSST programs continued the task of converting to CDA competency-based training for classroom staff.

CDA Assessment and Credentialing

In 1972 representatives from the American Association of Elementary/Kindergarten/Nursery Educators, the Association of Childhood Education International, and the National Association for the Education of Young Children established the CDA Consortium as a nonprofit corporation whose major task was to develop the assessment and credentialing system. The CDA Consortium was then funded by ACYF. Other associations and organizations interested in children and their welfare and in teacher education joined the original group, and a Board of Directors was formed that included two public representatives.

The Credential Award System

The CDA Consortium worked with contractors, subcontractors, researchers, the pilot projects, HSST programs, task forces, and colloquies to design the performance-based assessment system and a method for awarding the CDA credential. During 1974, they defined the role of the CDA and further delineated the 6 CDA Competencies into 13 Functional Areas to enable more specific observation within the broad Competency Areas.

Consistent with the CDA concept of demonstrated competence the Credential Award System developed by the Consortium, consists of performance-based assessment. Its is conducted by a team of people called the Local Assessment Team (LAT) made up of the candidate, a parent representative, a trainer, and a Consortium representative, who is especially trained. Each team member collects information about the candidate, and the team then makes judgments about the candidate's competence in each Functional Area. The first CDA credentials were formally awarded in a special ceremony in July 1975.

Bilingual/Bicultural Projects

During the same year 1975, development of CDA training methods, materials, and curricula specifically for staffs working with Spanish-speaking children began through Bilingual/Bicultural CDA pilot training projects.

CDA State Efforts

In 1976 a CDA state effort was initiated. Although much work had already been done by both the CDA Consortium and ACYF to encourage the states to incorporate the CDA credential into their child care regulations, ACYF began concerted efforts toward this end during 1976, focusing specifically on 10 states. (As of July 1980, 18 states and the District of Columbia have recognized the CDA credential by incorporating it into their child care licensure procedures. The states are Arizona, Illinois, Kansas, Maryland, Michigan, Minnesota, Nevada, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, South Dakota, Texas, Utah, Virginia, Washington, and Wisconsin.)

CDA: Growth and Development

The years of 1977, 1978, and 1979 were years of fast growth and development for CDA. The first Bilingual/Bicultural (Spanish) CDA credentials were awarded in 1979. Strides were made in the implementation of CDA training. New insights were gleaned and shared and that is basically the way the CDA program developed. The purpose has always been: good programs for children through competent child care staff or child care workers--the CDAs.

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* Leroy Jones, Trudy M. Hamby, and Sarah B. Hardy, CDA Pilot Projects: Innovations in Training (Washington, D.C., University Research Corporation, 1978), pp. 82-102.

The importance placed on the CDA endeavor and ACYF's commitment to the program has been documented. The total CDA program has been successful because of the importance and commitment given to this effort by state and local agencies, institutions of higher education, child care organizations, professional groups, and interested citizens. The fact that you are all here at this conference is also evidence of that commitment. Today there are over 6,000 CDAs. As their numbers increase, so will the quality of programs for children.

The Fears and Anxieties of a CDA Candidate

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People search for years to find their place in society. Sometimes it takes help and motivation from others. I'm the type of person who needs one challenge on top of another. That is, when I finish one task, I must have another or I become bored.

One day I was visiting a former supervisor and friend. I started talking about my work as a day care center teacher and what I would like to do about my career. In turn, she asked me if I knew anything about the CDA. I had never heard of the CDA credential before, and she gave me all the information and an application to read.

Suddenly I said, "Boy that's for me!" But then I read on. It also said I would be assessed by a team of people. I saw and questioned words such as LAT Advisor, CDA Consortium Representative, and Parent-Representative. I began to have fears and anxieties. I filled out the application with great fear of unacceptance from my peers, with anxiety about what I wanted to do, and with worry of how other people in my department would feel; because this had never been done before. Still another fear was, "Will the assessors give their sincere stamp of approval to me, and will I get all the help I need?" With great anxiety I presented the application to my supervisor, and in fear I waited.

That was December 1976. By January 1977 all parts of the application were signed and approved. Before the approval, there were phone calls asking me how long I thought it would take to complete the CDA requirements, and if I thought this activity would take anything away from my daily job with the children. Finally, I was asked if I really knew what I was getting myself into. I answered all questions affirmatively. But I didn't really know what I was getting into.

I was teaching full-time, going to school four nights a week, and I was on a committee to plan a dedication ceremony for an elementary school which was to be named after my mother. Everyone's concern was, "Will she be able to do her job, help the committee, go to school, and above all become a CDA?"

I didn't let a thing stop me. I got busy planning and gathering information. When the word started traveling that I was doing this CDA "thing," more people wanted to know about me and the CDA credential.

I had outside help (feedback) from positive, constructive people. As the candidate, I had the upper hand. I called the shots. I felt my life was on the line. Yes, I was still afraid, but I conquered my fear. I wanted that certification more than anything else. You see I had certain needs. I needed a sense of belonging and acceptance from my peer group because I had no degree. With 14 years' experience under my belt, it was time to show them that it isn't always the degreed person who is competent. A nondegreed person can also be competent. All I really knew at that point was that I was going to be the first person in my department to apply for the CDA credential, and I was also going to be the first person to succeed in receiving it.

My only weak spot was the CDA Competency and Functional Area, "staff." Everyone who came to observe me stated, "You need to work on your staff. You need support from everyone around you."

I thought my staff understood that their performance was a measure of what I as their immediate supervisor and trainer had succeeded or failed to do with them on a daily basis. Would they come through now, just because I was after something for myself? I sat down and talked with them. I heard them saying, "You're so wrapped up in this 'thing' that you have forgotten about us." They were feeling left out. All the advice was coming from the outside, and I wasn't sharing with the inside folks as I had before. My staff and I pulled things together, and we became a team again.

Team is a big and important word. You and your LAT Advisor are also a team, and you must have a basic understanding between yourselves. My Advisor and I talked so much and for so long that her husband was glad when it was all over. It was like living with her through her onsite visits and by telephone, going through all the information we could. Even today, my Advisor knows and understands my drives.

In addition to your LAT Advisor, you and your Parent-Rep must work together as a team. I selected a man. Since so few fathers are involved in the day care setting, I felt it would be beneficial to choose a father as a Parent-Rep. Besides, I trusted this person.

My portfolio is like a bible to me. I treasure it with my life. A great deal of work and many hours went into its preparation. I had help (feedback) with the pictures and organization, and I had many well-wishers.

I'll never forget the phone call from my Consortium Representative in which she asked if 8:30 a.m., June 27th would be an alright time for her to come. I said yes. When that morning came, fear hit. It wasn't that I didn't feel ready. No, it was "What am I to wear? What does she look like? Will she be fair?"

Finally, as I sat on the floor working with one of the children, I looked up and saw a lady greeting me. From where I sat, she looked like a giant. I told her I was the person she was looking for. We didn't exchange another word until she had finished observing me.

She observed for two and a half hours, and then we talked for another hour and a half. When she left, my staff ran to me asking if they had done alright--"What did she say?"

All I could say was, "I need a drink." Now I don't drink alcohol, but right away I was handed a cup of tea. And oh, was it good!"

While the children were napping I went over everything with my staff. I praised and congratulated them for their support. You see, had I not had a team, I couldn't have made it. Nothing is ever accomplished without the help of others.

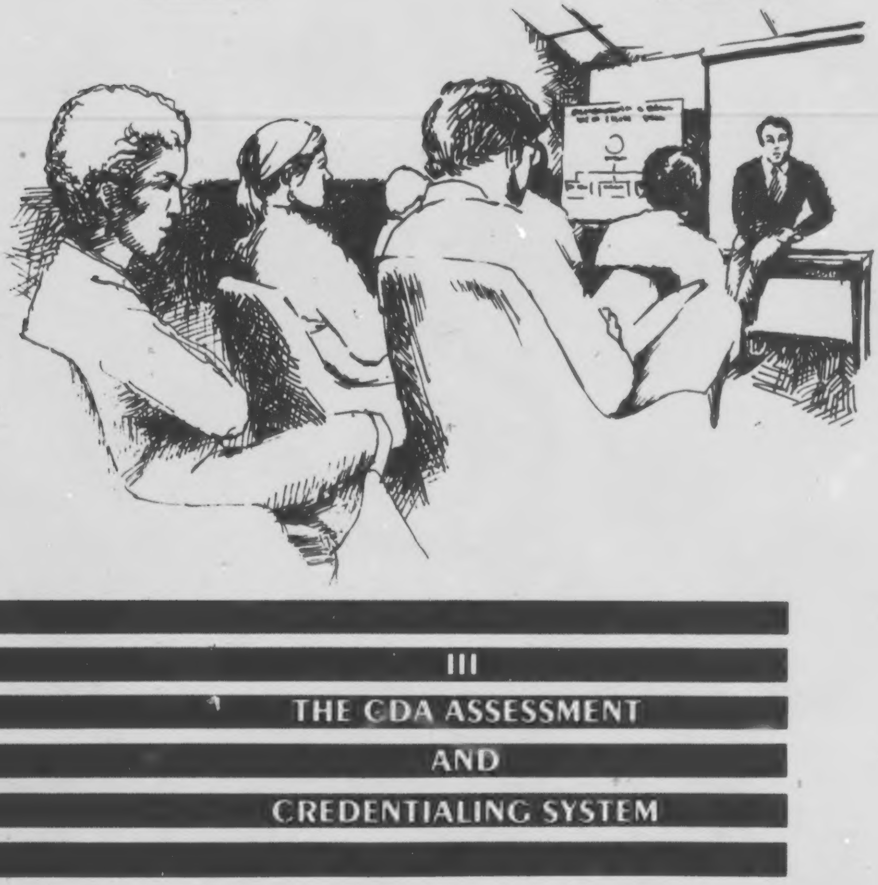
The next day my Local Assessment Team meeting was held. It lasted four hours. At the end of the session, I was the first person in my department to have completed the assessment and to qualify for the Child Development Associate credential.

I was overjoyed. I took a weeks' vacation. The school dedication ceremony was a success, and I had earned a 4.0 average in school.

Would I do it again? Yes. The 13 CDA Functional Areas apply to my work every day. When you have to demonstrate your competence as you work with children, you are much more aware, much more in tune with what you are doing and why you are doing it. Once you have gone through the CDA process, you stay competent. No book learning in the world can make you competent unless you apply it to your work.

And, you are only as competent as you want to be. Let me leave these words with you:

I wanted to conquer the world,
I wanted all to believe in me,
Believe in self first,
The rest will follow automatically.



III

THE CDA ASSESSMENT AND CREDENTIALING SYSTEM

The CDA Assessment and Credentialing System

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The Child Development Associate credential is a professional award given to any eligible person who has been successfully assessed as competent to care for young children in a preschool setting.

The Child Development Associate or CDA is a person able to meet the specific needs of a group of children in a child development setting by nuturing children's physical, social, emotional, and intellectual growth, by establishing and maintaining a proper child-care environment, and by promoting good relations between parents and the child development center.

Since January 15, 1979, a Bilingual/Bicultural CDA credential (Spanish only) has been awarded. This credential is based on a modification of the Credential Award System in order to determine the candidate's competency in working in both languages and reflecting awareness and presenting specific content which is culturally relevant to the bilingual/bicultural setting.

The Bilingual/Bicultural Child Development Associate is a person able to meet the specific needs of a group of children in a bilingual/bicultural child development setting in which two languages and two cultures are acknowledged and used to help promote the child's physical, social, emotional, and intellectual growth, and to establish and maintain productive relations between parents and the child development center. In addition, through each step of the assessment system, the Bilingual/Bicultural CDA competently demonstrates: (1) effective communication in both Spanish and English and (2) effective functioning in and use of two cultures. Through these two languages and cultures the Bilingual/Bicultural CDA communicates effectively with children, parents, and community.

The process developed for assessing the competence of child-care workers is the core of the Credential Award System (CAS). It is considerably different from assessment systems used by most other credentialing agencies. The process features four distinct elements. The assessment of a Candidate for the CDA credential by (1) a Local Assessment Team (LAT), (2) a performance-based assessment, (3) a judgment-referenced assessment, (4) a verified assessment. The six steps of the Credential Award System are listed below:

Pre-entry: Persons receive information and materials on the Credential Award System.

Application: Persons apply to become CDAs and receive information that details the assessment process.

Readiness: Candidates notify the Consortium office of readiness for final assessment activities, and a CDA Consortium Representative is assigned to the assessment.

Team Assessment: An onsite team assessment is held involving the CDA Candidate, the LAT Advisor to the Candidate, a Parent-Community Representative, and a CDAC Representative. A judgment concerning the competence of the CDA Candidate is made by the team through a collaborative process.

Credential Award: All assessment materials are sent to the Consortium office for review. When the materials are complete, if the team has followed procedures, a credential is awarded or not awarded based upon the team's decision.

Post Award Activity: After a period of 3 years the credential is no longer valid. Renewal of the credential is presently handled through the mail with no additional requirements from the CDA Candidate.

Pre-entry Process

This phase of the system includes all inquiries for information or materials about the CAS. In prior years, the system included an enrollment phase. Enrollment indicated the first level of interest in the Credential Award System. Enrollment will now be combined with the application step in the process. A further aspect of the pre-entry process is and will continue to be the personalized response--via the toll free HOT LINE--to inquiries regarding such things as eligibility, selection of team members, and access to centers.

Intake

This phase of the system marks the formal entry of the prospective CDA Candidate into the Credential Award System. The CDA Candidate receives an application packet within 10 working days of receipt of a request. The completed application is forwarded with the nonrefundable application fee of $5.00 to the Consortium office. It is then reviewed for completeness and eligibility of the CDA Candidate, LAT Advisor, and Parent-Community Representative. Once all items have been reviewed and the applicant seems to meet all criteria, the basic information is entered into the Candidate tracking system thus forming the online data base about this Candidate.

Requirements for LAT members are as follows:

Candidate

1. The CDA Candidate must be 16 years or older. In electing for a Bilingual/Bicultural CDA the candidate must also have a working knowledge of both English and Spanish. A working knowledge is defined as the ability to speak, read, and write well enough to understand others and to be understood by others.

2. The Candidate must have access to an approved child development center where a LAT can observe him or her working with a group of 3-through-5-year-old children.

For the Bilingual/Bicultural CDA credential the Candidate must be observed working with children in a Spanish-English bilingual/bicultural group setting as defined below: In a bilingual/bicultural (Spanish and English) group setting, both Spanish and English are used consistently and both cultures are integrated into all daily activities.

3. The Candidate must have had some formal or informal training in early childhood education or child development.

4. The Candidate must have had, within the last 5 years, at least 8 months of full-time experience or 16 months of part-time or volunteer experience working with 3-through-5-year-old children in a group setting.

Advisor

1. The LAT Advisor is a professional in the field of early childhood education or child development with both formal academic preparation and actual work experience as a child care worker in a child care or child development center.

2. Minimum professional requirements are: (1) One year of work experience in a child care/child development center working directly with a group of children as their teacher. (2) A degree in either early childhood education or child development from an accredited institution or at least four courses in either field from an accredited institution.

3. The academic requirements may be waived by two additional years of experience in a child care/child development center working directly with a group of children as their teacher, one year of which was supervised and one year in which the person served as supervisor of other caregiving staff.

4. The Advisor must be familiar with local requirements and standards of child care centers serving children aged 3-through-5 years. The Advisor must be aware of the program at the Candidate's center, as well as of the needs of the community and its children.

5. In addition, the Advisor must not presently be working in the same room with the Candidate.

6. For the Bilingual/Bicultural CDA credential the Advisor must have a working knowledge of both Spanish and English as defined above in the candidate requirement section.

Parent-Community Representative

The Parent-Community Representative is the person authorized to speak both for parents of children in the candidate's room and for the community. To be eligible to become a Parent-Community Representative an individual must

1. be a parent or legal guardian of a young child;
2. have been directly involved, within the past two years, as a parent or volunteer with the center where the Candidate works;
3. not be presently employed by the center where the Candidate works;
4. not presently have a child in the Candidate's room;
5. be willing to collect information from parents of the children in the Candidate's room; and
6. be willing to serve as a spokesperson for the parents and the community.

For the Bilingual/Bicultural CDA credential the Parent-Community Representative must have a working knowledge of both Spanish and English as defined in the Candidate requirement section.

The Consortium's Application Unit provides information and individual help with application forms and eligibility requirements. Eligible applicants receive a Local Assessment Team package which contains required assessment materials and instructions for all team members.

Initial Assessment Activity

The Candidate, LAT Advisor and Parent-Community Representative each have specific materials and processes to complete during the initial assessment phase.

Candidate Responsibilities

- The Candidates are responsible for selecting an Advisor and Parent-Community Representative to work with them and serve as their Local Assessment Team (LAT).

- CDA Candidates are responsible for communicating with the center director regarding classroom observations made by their LAT members.

- CDA Candidates must develop a CDA Portfolio. The portfolio must contain an autobiographical sketch of the Candidate and must be divided into the 13 CDA Functional Areas. Evidence of the Candidate's work with children, their families, and center staff members must be included. There must be a minimum of one entry in each CDA Functional Area. Each entry should explain how and why the example cited shows the Candidate's knowledge and understanding of that Functional Area. The portfolio is the Candidate's evidence of competence that is brought to the LAT meeting for review by the other team members. In addition, for the Bilingual/Bicultural CDA credential the Candidate's portfolio must be in both Spanish and English. A minimum of 25 percent and up to 50 percent must be written in the Candidates nondominant or second language. At least two of the following six CDA Functional Areas must be entirely written in the nondominant language.

1. Environment
2. Language
3. Self-Concept
4. Social
5. Home Center
6. Staff

Examples in the portfolio should reflect a bilingual/bicultural perspective throughout all CDA Functional Areas listed above. The portfolio must demonstrate how linguistic and cultural concerns have been taken into account and incorporated in the Candidate's work with children. The number of CDA Competencies (6) and Functional Areas (13) remain the same for Bilingual/Bicultural CDA and CDA assessments. Confusion has arisen on portfolio preparation because some bilingual/bicultural CDA training programs identify language and culture as two additional competencies that the Bilingual/Bicultural Candidate must possess. As described above the language and culture competencies are integrated into the existing competency structure so that they are reflected throughout the Candidate's portfolio and are verified throughout the assessment process.

- Candidates are observed by their LAT members. The Candidate participates in the LAT meetings.

Parent-Community Representative Responsibilities

- The Parent-Community Representative provides the parents of the children in the Candidate's room with Parent Opinion Questionnaires; helps the parents, when necessary, in filling out the questionnaires; collects the completed questionnaires; summarizes the completed answers on the Master Parent Opinion Questionnaire; makes visits to the Candidate's room to observe the Candidate working directly with the children; and participates in the meeting of the Local Assessment Team.

The Consortium's Board of Directors has determined that the Parent-Community Representative's role should be voluntary. This gives parents an opportunity to have a part in improving the quality of the education their children receive. However, because of the time and expense involved in carrying out this role, Parent-Community Representatives will receive a $15 reimbursement.

Advisor Responsibilities

The Advisor is responsible for completing all observations of the Candidate and then documenting these on the Advisor's Report on Candidate Form. To complete the report, it is necessary for the Advisor to observe the Candidate three times in the natural setting while working with children, during a minimum of 12 weeks, whether accumulated in the past or formally begun at the time of the Candidate's entry into the system. The report, however, is not restricted to this observation. It is assumed that the Advisor has observed the Candidate frequently over a period of time and will draw from this experience in developing the report.

The Advisor participates in the LAT meeting. During the meeting, the Advisor, along with the other LAT members, is expected to discuss the information on the Candidate's performance that was brought to the meeting and to participate as an equal in all LAT decisions.

In addition to these two contributions, the Advisor can be of help to both the Candidate and the Parent-Community Representative while they are carrying out their responsibilities.

As defined by the Consortium's Board of Directors, the Advisor's role is voluntary. It is an opportunity for a professional to contribute services for the benefit of preschool children.

Candidate Readiness and Consortium Representative Assignment

Upon local determination of readiness, which is signified by the Candidate, Advisor and Parent-Community Representative completing a Readiness Form, the Candidate sends a nonrefundable assessment fee of $15.00 along with the form, to the Consortium office. The Readiness Form is reviewed for consistency of information and team composition as well as completeness. When these elements have been verified, the Candidate is matched with the most available CDA Consortium Representative, taking into consideration any special factors, such as center closing and participant time constraints. These items may warrant special consideration in making the assignment of the CDA Consortium Representative.

CDAC Representative Duties and Requirements

The CDA Consortium (CDAC) Representative is the fourth member of the team.

The CDAC Representative is a professional in early childhood who has been carefully chosen and trained by the CDA Consortium. The Representative has been trained to observe, interview, and be fair in making judgments about the CDA Candidate's performance. The CDAC Representative has also had at least two years of experience in working with young children in a classroom setting.

The CDAC Representative assessing Candidates for the Bilingual/Bicultural credential must be specially trained and endorsed as a Bilingual/Bicultural CDAC Representative. These Representatives meet all of the CDAC Representative qualifications and additionally must demonstrate complete fluency and literacy in Spanish and English, must have had contact with culturally diverse groups, and must have knowledge of bilingual and bicultural early childhood methodologies.

The CDAC Representative receives an assignment from the Consortium office and makes an initial telephone contact with the Candidate, the center director, the Advisor, and the Parent-Community Representative. For bilingual/bicultural assignments the Bilingual/Bicultural CDAC Representative does an initial screening to verify all team members' ability to communicate in Spanish and English.

The initial phone contact establishes the time and place of assessment. Once onsite, the CDAC Representative alerts the center director and Candidate and proceeds to conduct an observation of the Candidate working with the designated group of 3-through-5-year-old children in the child care center. The observation usually lasts for 3 hours, with the CDAC Representative recording Candidate activities in all 13 Functional Areas. This recording is currently done on recording cards. Once the observation is completed, the Candidate and CDAC Representative find a quiet place where an interview may be held. This interview is done to assess the Candidate's understanding of the CDA Functional Areas and Competencies and how that understanding is integrated into his or her work with children.

For the Bilingual/Bicultural Credential, the Candidate should be observed using both Spanish and English in daily activities with children in the group. The candidate must be interviewed in both languages by the CDAC Representative.

Team Assessment

The purpose of the Local Assessment Team Meeting is to review all the assessment materials, including the Candidate's portfolio. The four team members sit down together for several hours and discuss their observations of the Candidate, including the Candidate's explanation of his/her own behavior and teaching methods.

All information is shared at the LAT Meeting. Each team member has an equal voice and an equal vote. Team members review all of the information that has been collected by each member and discuss the Candidate's performance in each of the 13 CDA Functional Areas. Each team member votes that the CDA candidate is either "competent" or "needs further training," in each CDA Functional Areas.

The team members generate a profile of the Candidate based on the discussion and review of materials during the LAT meeting. The profile describes areas of strength or weakness in the Candidate's performance with specific recommendations from the team for the Candidate's professional development.

For the Candidate to be awarded a credential the final vote of the Local Assessment Team must be unanimous (4 to 0) that the Candidate is competent overall.

For the Bilingual/Bicultural Credential, two final votes are taken. One vote is taken on whether or not the Candidate is competent overall as a CDA. The other vote is taken on whether or not the Candidate is competent in bilingual/bicultural skills. For a vote of competence on bilingual/bicultural skills, there must have been a vote of competence in at least four of the six CDA Functional Areas listed as critical for bilingual/bicultural assessments. For a person to be certified as a Bilingual/Bicultural CDA, both the final vote on bilingual/bicultural skills and the vote on CDA skills overall must be unanimous.

After a team decision about the candidate's competence, the Consortium office is officially notified by the Representative of the team's recommendation for awarding the credential.

It is the responsibility of the CDAC Representative to verify that all of the procedures specified for the assessment have been followed. Should there be a question about any aspect of the meeting, the CDAC Representative receives personal guidance from the Consortium office. If the Representative is not satisfied that the procedures are being adhered to, she or he is instructed to discontinue participation in the assessment. The specific steps to be followed are detailed in the Guidelines: Local Assessment Team: A Handbook for Team Members and in the Manual provided to each Representative.

Credential Award

Upon assembling all of the evidence used by the team in arriving at its recommendation, the CDAC Representative sends all LAT materials to the Consortium office.

The Consortium office verifies that the materials are in order and complete. The credential is the official notification of award. Should materials be incomplete or should there be any questions regarding the evidence or decision of the team, the Candidate and relevant team members are notified. Prompt resolution of the difficulties is sought in order to determine whether to uphold the LAT decision or deny it.

Unsuccessful Candidates are free to reapply at any time and proceed again through the assessment process at no disadvantage. A Candidate has the right to appeal a team's decision and to request review of the team's proceedings.

An unsuccessful Candidate who chooses to reapply for the assessment process is asked to begin completely anew, gathering new materials and paying the same assessment fees. This person may select the same or new team members. If such a Candidate wishes the portfolio to be returned, the Candidate must sign a waiver to the right to appeal the original team's recommendation.

Only a Candidate may appeal a team's recommendation or Consortium's decision. Procedures for filing an appeal are as follows:

A CDA Candidate may submit an appeal regarding the outcome of an LAT Meeting which denies the CDA credential to that Candidate. The appeal must be made in writing to the Executive Director. It should identify the members of the Candidate's Local Assessment Team and include a simple factual statement of the nature of the appeal. Within 10 days of the appeal, the Executive Director or a designee will notify all members of the LAT that an appeal has been filed, and will describe the reasons for the appeal. Each team member will be given 10 days to submit a written response to the appeal statement, mailed to the Executive Director or designee. This response will: confirm or deny each fact raised in the appeal; indicate the extent to which the appeal has merit; and include a simple factual statement explaining whether any portion of the appeal is without merit.

Within 4 weeks, the Executive Director or designee, shall prepare a written plan of the steps to be followed for the appeal. The steps of the plan may include meetings with any or all members of the LAT, formal hearings, or personal investigation. The Executive Director or designee may require the attendance of any or all members of the Local Assessment Team (LAT) at the appeal meeting or hearing.

Every attempt shall be made to resolve the matter in question in an expedient manner, depending upon the method(s) of inquiry used. The Executive Director will provide each member of the LAT with a copy of the final decision, along with the supporting evidence.

The Candidate has the right to appeal the final decision to the Credential Award System Review Committee of the Project Policy Board (PPB), for full review of the evidence, with appropriate supplementary activities, should they be required. The decision of that body is final.

Revocation

The Consortium retains the right to revoke a CDA credential for reasonable cause, including, but not limited to, a deliberate misrepresentation of facts in connection with renewal or assessment procedures, conviction of a crime involving child abuse, or other serious matters directly affecting the professional standing of the CDA.

Post Award Activities

The credential is valid for a period of 3 years from the date of its issuance. In order to renew the credential, the CDA is sent a renewal form on which she or he must indicate a desire to renew the credential. The renewal form is returned to the Consortium office along with a $5.00 handling fee. A renewal notification form is sent to the candidate, extending the expiration date for the credential for an additional 3-year period.

It is anticipated that some form of reassessment is appropriate and necessary at the end of the 10th year after award of the credential. In fact, many CDAs have informally indicated that they are proud of the credential and want to have some further relationship with the CDAC Representative or advisor to review further professional growth.

To date over 6,000 credentials have been awarded to CDA Candidates throughout the United States and its territories. Many states have incorporated the CDA credential into their licensing regulations as an option for preschool staff qualifications.

* * *

Addendum to Presentation

Due to receipt by the CDAC of a large number of questions, an addendum is provided to update the original presentation delivered in Atlanta. The two additional issues addressed in this addendum concern changes in qualifications for the Advisor on the LAT and development of a policy for assessment of CDAs who desire a Bilingual/Bicultural citation in addition to their existing CDA credential.

Changes in the Qualifications for the Advisor on the Local Assessment Team

The qualifications for LAT Advisor (formerly Trainer) on the Local Assessment Team were revised during 1978. The key elements of the change were the dropping of the term "Trainer" in favor of "Advisor" and the defining of specific education and training requirements. Both revisions were considered essential to the acceptance and credibility of the CDA credential.

The title of "Trainer" on the LAT caused considerable confusion. Many CDA Training programs use "Trainer" to describe individuals who serve a number of training functions, including that of field-based instructor. CDA Candidates often thought that these Trainers were automatically transferable to the Trainer role on the LAT. This caused delays in the assessment process. Training program requirements and interpretations were confused with the requirements of

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the assessment process. The adoption of the title LAT Advisor to replace LAT Trainer is eliminating that confusion.

The lack of specific education and training qualifications for the LAT Advisor was remedied when new policies took effect. Advisors of all Candidates entering the Credential Award System after November 1, 1978 must meet the new requirements, as well as Advisors who take part in assessments after March 31, 1979. Today, all LAT Advisors must meet these qualifications.

The requirements set minimum professional standards for the Advisor. The responsibilities of that role are clarified. A significant improvement calls for the Advisor to observe the CDA Candidate three times instead of only once. Specific communication skills for Bilingual/Bicultural (Spanish) assessments are included. They are enumerated below:

1. Experience. An individual serving as Advisor must have at least one cumulative program year (8 months or more) of experience in working directly with a group of 3-through-5 year-old children in a child care center, as caregiver.

2. Education. The Advisor must have completed at least one of the following requirements. (A.) A degree in early childhood education or child development from an accredited academic institution. (B.) A minimum of four courses in either field from an accredited academic instititition. (C.) As a substitute for academic experiences, the Advisor must have two additional program years of cumulative experience as a child care worker, one of these years working under supervision, and one in which she or he was employed as a supervisor of other caregiving staff.

3. Communication Skills. (Bilingual/Bicultural credential; Spanish only) The LAT Advisor must have a working knowledge of both Spanish and English, and must be able to read and write in both languages well enough to understand and to be understood by others.

4. Relationship with Candidate. The LAT Advisor must agree to initiate or continue a professional relationship with the Candidate for a minimum period of 12 weeks prior to the meeting of the Local Assessment Team. This professional relationship, whether developed in the past or begun at the time of application, includes a minimum of three formal observations of the Candidate working with children aged 3-through-5-years in a child care or child development center. On the Advisor Report Form, there must be entered a summary of the formal observations and a record of specific recommendations and suggestions for improvement given to the Candidate.

Development of a Policy for Assessment of CDAs Who Desire the Bilingual/Bicultural Credential

Throughout the implementation of the Bilingual/Bicultural credential, interest in the Bilingual/Bicultural CDA has been expressed from the field. Inquires have been made by existing Spanish-speaking CDAs inquiring about the mechanism to add the Bilingual/Bicultural certification to the existing credential. Initial discussion has begun within the Consortium to determine the scope of the development and implementation of a modified Spanish citation procedure. The following represents a proposed procedure and the issues which must be addressed in developing an alternative Bilingual/Bicultural citation for existing CDAs.

- The bilingual/bicultural citation procedure will build upon the foundation within the Credential Award System and within the assessment process devised.

- The procedure may not require the entire replication of all CAS procedures, materials, or inclusion of all four team members. (Candidates may now opt for the CDA procedure because of inability to identify biliterate team members).

- The Candidate must provide evidence of formal or informal bilingual/bicultural early childhood training if this is not already available in the CDA's file.

At this point, the proposed assessment process will include elements of the CDA assessment structure with the necessary modifications to verify the bilingual/bicultural aspect of the Candidate's competence. It seems important to maintain four perspectives as a principle feature of the citation procedure. Information will be gathered from the perspectives of the Candidate, a Parent-Community Representative, the CDAC Representative, and from a local early childhood professional.

The Candidate will provide a portfolio. The portfolio can be an updated revision of the original portfolio submitted for the CDA, revised to meet the bilingual/bicultural criteria. The autobiographical sketch must provide information about their bilingual/bicultural interests and motivation for work in a bilingual/bicultural child care setting. The Candidate must include a description of his or her program definition of bilingual/bicultural or his or her role in implementing a bilingual/bicultural setting. The Candidate must be interviewed in both Spanish and English to verify ability to communicate in both languages.

Parent Opinion Questionnaires will be collected by the Candidate to verify communication between the Candidate and parents. The Parent Opinion Questionnaire will be specifically developed to elicit information regarding bilingual/bicultural aspects of the program within those areas identified as "critical."

Although there will be no Advisor involved, a descriptive statement of how the Candidate fulfills the role of a Bilingual/Bicultural CDA will be required from a local early childhood professional. The person to provide this statement may be a center director, head teacher, coworker, or supervisor. This statement will report some examples of the Candidate's ability within the CDA Functional Areas defined as critical for the Bilingual/Bicultural CDA credential. The format or context of the document is as yet undetermined.

The CDAC Representative's role in observing and interviewing the candidate will remain the same. The CDAC Representative will focus on the critical Bilingual/Bicultural CDA Functional Areas during observation and will ask questions in Spanish and English in these areas during the interview.

The purpose of the meeting will be for the CDAC Representative and the Candidate to review all of the information brought to the meeting for discussion and voting. The information gathered will become the basis for the discussion to generate the Candidate's Bilingual/Bicultural profile. The voting will be on the CDA Bilingual/Bicultural critical Functional Areas as well as developing the Bilingual/Bicultural profile. The meeting will be conducted in Spanish and English as is the existing Bilingual/Bicultural LAT Meeting.

So that the assessment can focus on the difference between a CDA credential and a Bilingual/Bicultural CDA credential, the Consortium office will provide the CDAC Representative with anecdotal information about the previous CDA assessment. A global statement or summary will describe areas of strength and weakness noted by the team on the CDA profile. This information will provide the team with a basis for comparing the Candidate's CDA abilities and Bilingual/Bicultural abilities.

For the Bilingual/Bicultural citation meeting, team members will be instructed in the use of the old profile for discussion and generation of the new profile. This anecdotal information, like the portfolio, will help focus on the Candidate's development since the time of the assessment. Anecdotal profile information will be used after voting in the CDA Functional Areas for the specific purpose of developing the new profile.

A 4-0 vote will be required for the CDA to be recommended for the Bilingual/Bicultural citation.

Renewal of the credential would be based upon the date the Bilingual/Bicultural citation was issued. Renewal would be for the Bilingual/Bicultural credential because the Bilingual/Bicultural citation supercedes the CDA credential.

It must be emphasized that this description is only a working draft of a model proposed for awarding a Bilingual/Bicultural citation for CDA's. The proposed procedure should not be taken as actual policy. At present no interested CDA should undertake efforts to fulfill these requirements. Additional development and review of all implications to the adoption of such procedures must be considered by the Constortium and must be approved by the Department of Health and Human Services. When a procedure is officially approved, the Consortium will officially notify the field and provide the appropriate information and forms for CDAs to enter into the award system for the Bilingual/Bicultural citation.

IV

UPDATE ON THE ASSESSMENT AND CREDENTIALING SYSTEM

Update on the Assessment and Credentialing System

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In this paper three topics are discussed. First, an update of the current status of the CDA Consortium. Second, a discussion of an important aspect of the assessment and credentialing system, the Field Service Component. Third, a discussion of the CDA Consortium Board structure.

Update: The CDA Consortium

In 1972, the Office of Child Development initiated a program which embodied a new concept for career preparation and awarding of a credential to child care staff. The program's basic objective was to improve the care of young children by training and then assessing the skills of caregivers.

The Child Development Associate Consortium (CDAC), a nonprofit corporation of national organizations and individuals concerned with early childhood education and child development, was formed at the request of the Office of Child Development to develop the CDA assessment and credentialing component of the CDA program.

From 1972 to 1975 CDAC received a series of one-year grants from the Department of Health, Education, and Welfare (DHEW) and under these grants developed the Child Development Associate Competency structure and the CDA Credential Award System. In 1975, the assessment and credentialing process was deemed by DHEW to be ready for implementation, and the first CDAs were assessed. In February 1976, the system became fully operational.

On June 30, 1976, CDAC received a 12-month contract from DHEW to implement the new CDA assessment and credentialing system developed under the grants. At the end of this first contract year, CDAC was awarded a contract extension to put the contract on the "October cycle." The original contract was extended for 3 months with an expiration date of September 30, 1977. During this first 15 months of assessment and credentialing, 2,087 assessments were conducted. It was a busy time as the first CDAC Representatives were trained, and the assessment and credentialing system procedures were established.

On September 30, 1977, CDAC signed another 12-month contract with DHEW to continue implementing the assessment and credentialing system. This 12-month contract, which ran from October 1, 1977 to September 30, 1978, was then extended for 9 more months to June 30, 1979. During this 21-month period, another 3,940 assessments were conducted, bringing the total by June 30, to 6,027.

On July 3, 1979, CDAC received a request for a proposal from DHEW with a due date of July 10, 1979. This proposal was to extend for the period of July and August 1979. CDAC submitted the proposal and continued to implement the assessment and credentialing system during July. When it became apparent that there were problems in receiving this modification, all staff were placed on temporary leave without pay on August 3, 1979, and all activity ceased.

On August 24, 1979, CDAC submitted a new procurement proposal for the assessment and credentialing of Child Development Associates. Historically, this was the first competitive proposal solicitation related to the assessment and credentialing system. The projected start date for this procurement was October 1, 1979. However, to date, CDAC has only been notified that this procurement was not funded from fiscal year 1979 funds. To summarize, CDAC implemented the Credential Award System during July 1979, assessments were conducted during August which were impossible to stop due to the fact all staff were on leave without pay, and, if you will, September "fell through the cracks."

On September 14, 1979, CDAC received a request for a proposal to modify the contract that had lapsed on June 30, 1979. A response was delivered on September 18, 1979. This one month extension was negotiated in two extended sessions on September 24 and September 26, 1979. Following these negotiations, on September 30, 1979, CDAC signed a one-month modification of the previous contract.

The scope of work for this one-month contract was designed to allow CDAC to "clean up" the credentialing of persons for whom LAT's had been conducted prior to June 30. The assessment materials on these individuals had come to the Consortium during the summer period, and therefore, had not been processed. The intent of the modification was to complete the credential award process for those individuals, so that their credentials could be awarded or denied as appropriate, and their portfolios could be returned. Also, during October, CDAC was allowed to conduct new assessments on individuals if they had submitted a readiness form prior to June 30, and if they were working in an Indian, Migrant, or Summer program. During October, 43 such individuals were assessed and a total of 613 persons were credentialed. Some of these were persons whose assessments took place during July and August, after the contract had expired. The total number of persons who had been assessed by the end of October 1979 was 6,214.

Field Service Component

The objective of CDAC's Field Service Component is to recruit and assist CDA Candidates. By reaching into the centers across the United States, child care workers are given avenues by which to gain clear information about CDA.

If any field effort is to be successful, several things have to happen. CDA Candidates must be able to find local persons to assist them and answer questions--the Field Support Network serves that purpose. There must also be someone in the Region (DHHS, formerly DHEW) who can provide accurate, up-to-the-minute information and who can determine area needs and structure activities to meet the needs. The Regional Consultants were selected to fill that role. The Consortium, as the credentialing agency, must put out periodic information to stir assessment activity and gauge field concerns; newsletters and other printed materials are useful.

All the above parts comprise the Field Component and are managed by CDAC's Field Coordinator. He insures that the activities are well-integrated and meet the needs of the CDA community. These activities are discussed in the following paragraphs.

Field Support Network (FSN)

Nearly 500 early childhood professionals belong to this volunteer body. At this time, CDAC is updating its roster to know better the skills and knowledge that make FSN members valuable to CDA Candidates. A large percentage have experience in areas important to CDAs, present and future: bilingual/bicultural, family home day care, infant-toddler, home visitors, and special needs. Network volunteers are available to help Candidates directly by serving as LAT Advisors or Parent-Community Representatives, giving assistance informally, speaking at workshops, or just providing a little added inspiration. They recruit candidates through workshops and training sessions, by contacting centers, and also by writing articles for local newspapers and agency newsletters.

Basically, they are there to serve you. If you are in need of assistance or would like a networker to speak at your center, you may write to: Field Coordinator, CDA Consortium; 1429 Rhode Island Avenue, N.W.; Washington, D.C. 20005; Or call 800-424-2492.

CDAC will quickly put you in touch with an FSN member in your area.

The New CDA Consortium Board Structure

In 1978, the Child Development Associate Consortium reorganized its membership and Board of Directors. The purpose was twofold. Full membership was restricted to organizations which met certain support criteria for CDA. Participation was widened by adding a new category of associate membership.

For the first time, individuals such as CDAs, CDA Representatives, early childhood professionals, and groups of such persons could become associate members.

Full Membership

There are presently 20 full members. Each full member must be a federally funded, tax-exempt organization with a governing document or official statement indicating that the organization's purpose includes: (1) a concern for one or more aspects of the education and/or development of children; or (2) representation of the interests of children; or (3) the education of persons who will work with children. There must also be an official statement showing support for the purposes of the CDA Consortium.

A full member must have a national constituency representing persons in at least 15 states. Its membership policies must not discriminate on the basis of race, sex, creed, or national origin. A substantial portion of the organization's general operating budget must come from sources other than the Federal government.

Associate Membership

An individual seeking associate membership must have worked or currently be working in the field of early childhood education or child development. An organization associate member must have a stated purpose that includes a concern for one or more aspects of the education and/or development of young children or the education of persons who are currently working or plan to work with young children.

Board of Directors

The Board of Directors has 15 voting members. Twelve of them are elected by the full membership from among their representatives. The newly constituted Board then elects two public directors from nationally recognized figures in the early childhood education/child care community. In addition, the Board elects one associate member to serve in a full voting capacity.

Full and associate members not on the Board of Directors may still have meaningful input by attending the Board Meetings and participating fully in the discussion.

Current Membership of the CDA Consortium (as of June 1980)

Full Membership

American Montessori Society
American Psychological Association
American Speech-Language-Hearing Association
Association for Childhood Education International
Black Child Development Institute
Children's Theater Association
Day Care and Child Development Council of America, Inc.
National Association for the Advancement of Colored Peoples
National Association for the Education of Young Children
National Association of Early Childhood Specialists (in State Departments of Education)

National Association of Social Workers
National Association of State Directors of Child Development
National Federation of Settlements and Neighborhood Centers
National Indian Education Association
Parent Cooperative Preschools International
Puerto Rican Association for Community Affairs, Inc.
Southern Association for Children Under Six
The American Occupational Therapy Association, Inc.
The Association for Library Service to Children
The Children's Foundation

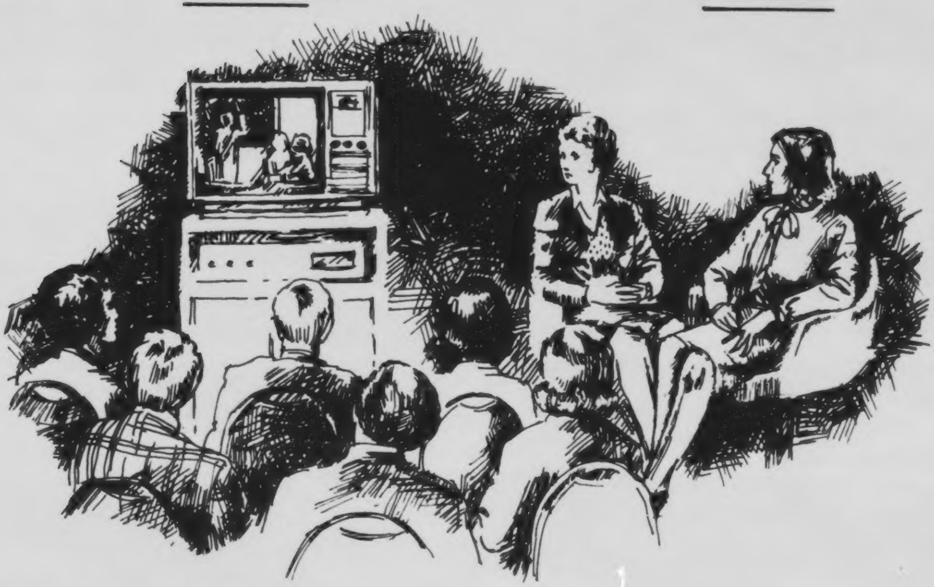
Associate Membership

Organizations

American Optometric Association
Community Care and Development Services
Educational Research Associates

Individuals

Jacques S. Bennings
Donald Borin
Burnece Brunson
Walter J. Cegelka
Arminta M. Collins
Susan C. Cooper
Glenda L. Dickson
Dr. E. Anne Eddowes
David Gleason
Sally S. Glen
Marvin Greenberg
Mary O. Haller
Elizabeth M. Hawthorne
Phyllis J. Jones
Carol Keyes
Eleanore G. Lewis
Ruth K. Lifton
Abbey Manburg
Barbara Nye
Theo L. Pilot
Mary Tom Riley
Joe Robert Rinson
Jack Shank
Barbara Slater
Wilma Stutheit
Joyce A. Williams
Norma Zimmerman



V

IMPLEMENTATION OF CDA TRAINING CRITERIA

CDA Training Criteria: Keys to "Quality"

Trudy M. Hamby
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The CDA competency-based training approach has often been described as "innovative." Certain characteristics of the training have also been labeled "revolutionary." These characteristics are designated in the CDA training guidelines; they are the six CDA Training Criteria. The guidelines for CDA training were formulated by personnel of the Office of Child Development (now the Administration for Children, Youth, and Families), in concert with a task force of early childhood educators and child development specialists. Task force members based the Criteria on the following assumptions about education and the adult learner:/1/

1. Education of adults should provide for individual differences in experience and learning needs.
2. Supervised field experiences are valid and important avenues to learning and provide opportunities for making direct application of knowledge.
3. Length of time in training should relate to individual needs in acquiring and demonstrating competence.

Based on these assumptions the newly created training guidelines were to be used by the original CDA Pilot Projects in the design and implementation of innovative training approaches. These training guidelines later became part of the ACYF policy requirements for incorporating CDA training into Head Start Supplementary Training (HSST) programs./2/ They specify that:

1. The training should be based on the CDA Competencies and should lead to their acquisition.
2. Training should provide for valid credit.
3. Fifty percent or more of the intern's total training time should be spent in supervised field work.
4. Training should be organized so that academic and field work are an integrated set of experiences.
5. Training should be individualized according to each intern's strengths and needs with respect to acquisition of the CDA Competencies.
6. Training should be flexibly scheduled so that length of training time varies according to each intern's rate of acquisition of the CDA Competencies.

Not only were the basic assumptions about teaching and learning supported as CDA Pilot Projects implemented CDA training, but there was also evidence that adherence to the CDA Training Criteria during training had a direct and positive influence on interns' success in demonstrating competence during the assessment and credentialing process./3/ An additional finding provided by the Pilot projects and the many HSST/CDA training projects is that the Training Criteria, although specific in nature, are also broad enough to allow flexibility in training approaches. Programs can be designed that provide for the Training Criteria and simultaneously meet local characteristics and needs such as organizational sponsorship, geographical and community characteristics, and program size and resources.

Most recently, further insight has been provided regarding the Criteria. A major conclusion reached by CDA trainers and CDA program administrators at a national workshop to ferret out the elements of "quality" CDA training, was that adherence to the CDA Training Criteria was an indicator of "quality" training. A restatement and discussion of each Criterion follows.

1. The training should be based on the CDA Competencies and should lead to their acquisition.

According to this Criterion, the CDA Competency Areas and their delineations into Functional Areas are the foundation for the CDA curriculum content and training process.

- Competency Structure

An understanding of the CDA Competency Structure (See Figure 1) is necessary to design a training program based on the CDA Competencies. In addition to the 6 CDA Competency Areas, the CDA Consortium has further delineated 13 Functional Areas. The Functional Areas serve to direct the focus of observation within the Competency Areas during the assessment process and in making initial and on-going appraisals during training.

- Personal Capacities

Related to overall success in CDA training and assessment are the Personal Capacities that a CDA candidate must possess to receive the CDA credential. These have been described as patterns of relating to children considered essential to the CDA's ability to demonstrate the CDA Competencies. These capacities include sensitivity to children's feelings, emotional responsiveness, and perceptiveness of individuality.

- Training Approaches

As long as the entire training program is based on the CDA Competencies and leads to their acquisition, a variety of training approaches is possible. A CDA curriculum might be structured into separate courses for each of the 6 CDA Competency Areas or into separate modules for each of the 13 Functional Areas and the Personal Capacities. Study in the Competency and Functional Areas might be incorporated into existing early childhood teacher education courses. Regardless of the curriculum format, the academic CDA experiences must relate to the field CDA experiences. The guidelines address the acquisition of competence by the interns in addition to designating the content that provides the basis for training.

2. Training should provide for valid credit.

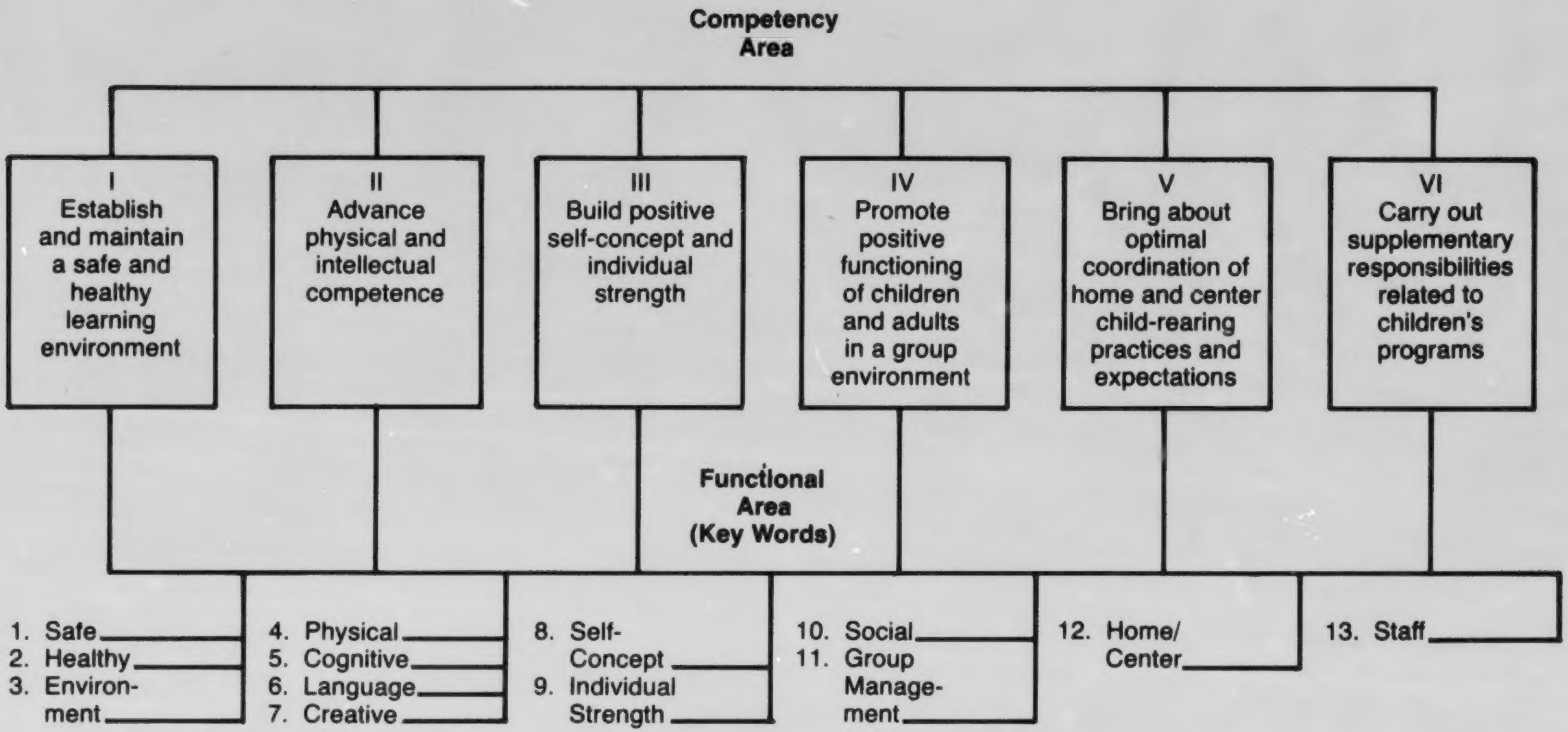
Valid credit is considered to be academic credit that is transferable and applicable toward a degree--the A.A., B.A., et cetera--or might also be applicable to graduate work. Since field experiences are a vital part of CDA training, credit should be awarded for field experiences as well as for the academic component and experiences. Approaches for providing the valid credit include awarding credit upon the completion of separate CDA modules, courses, or the entire training program, or upon demonstration of competence in each Functional Area or Competency Area, or upon achieving the CDA credential.

3. Fifty percent or more of the intern's total training time should be spent in supervised field work.

The field work criterion epitomizes the CDA assumption that field experiences are important avenues for learning. It requires interns to be working staff members of child development centers as either employees or volunteers.

Supervised field experiences are those experiences aimed specifically at helping the intern acquire and demonstrate the CDA Competencies. The intern applies theory to practice and practice to theory as he or she takes the role of the teacher with primary responsibility for a specific group of children in a child development setting. These activities require observation and ongoing appraisals by the Field Supervisor, followed by feedback conferences with the Intern to determine training progress and to identify further training needs.

Figure 1.
Six Competency Areas
and 13 Functional Areas*


Competency Area
I
Establish and maintain a safe and healthy learning environment
II
Advance physical and intellectual competence
III
Build positive self-concept and individual strength
IV
Promote positive functioning of children and adults in a group environment
V
Bring about optimal coordination of home and center child-rearing practices and expectations
VI
Carry out supplementary responsibilities related to children's programs
Functional Area (Key Words)
1. Safe
2. Healthy
3. Environment
4. Physical
5. Cognitive
6. Language
7. Creative
8. Self-Concept
9. Individual Strength
10. Social
11. Group Management
12. Home/Center
13. Staff

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* From *Toward an Assessment System, Efforts to January, 1975.* Child Development Associate Consortium, Washington, D.C., Experimental Edition, 1975.

In CDA training the term "supervised" is used very broadly to encompass a wide variety of roles and responsibilities on the part of the Field Supervisor. A number of approaches might be used by Field Supervisors to observe Interns demonstrating competence in the CDA Competency and Functional Areas and to conduct feedback conferences based on their observations.

Written documentation, as well as video tapes, audiotapes, and self-evaluations by the Interns, can form the basis for designing the individualized training plan based on demonstrated competence. Field Supervisors might read and react to written work and assignments that have required the Intern to apply academic content to ongoing field work. They also might demonstrate teaching using curriculum materials in the Intern's classroom.

4. Training should be organized so that academic and field work are an integrated set of experiences.

This guideline stipulates that academic and field work are related experiences, rather than separate entities. Integration of academic and field work is accomplished by organizing training into a composite of experiences--theory and practicum. This integrated set of experiences is based on the CDA Competencies and related to their acquisition by the Interns. CDA training programs can provide for integration in a number of ways:

- Through staffing patterns where the academic instructor and the Field Supervisor work as a team and/or where the academic instructor is also the Field Supervisor
- By providing curriculum materials where the relationship between the academic component and field experience component is stipulated
- By using training techniques such as conferences between the Field Supervisor and the Intern where academic theory is related to the Intern's ongoing center activities, or where field experiences are systematically related to theory during "academic" sessions.

5. Training should be individualized according to each Intern's strengths and needs with respect to acquisition of the CDA Competencies.

Individualization is the process of organizing training according to each Intern's strengths and training needs with respect to acquiring the CDA Competencies. This type of individualization is frequently a "first" for Interns; They have likely not experienced it before. Of all of the CDA Training Criteria, individualization, when achieved, produces the most positive results--for the trainers, the Intern, the center, and the children. It consists of gearing training to the level of expertise and learning style unique to each individual.

- Individual Training Plan

Each person in CDA training works from an individual training plan that is based on his or her progress toward acquiring the CDA Competencies. When an Intern enters the training program, the Field Supervisor makes an onsite field observation of the Intern working with children in the classroom setting. Then, the Intern and the Field Supervisor, working together, discuss the Intern's strengths and training needs in each CDA Functional Area. They then develop an individualized training plan that provides an implementation schedule for one (or more) CDA Functional Area. Ongoing appraisals are made throughout the training program and the training plans are updated according to the degree of progress made.

- Individual Learning Styles

Not only is training individualized according to acquisition of the CDA Competencies, but the training method is also geared to the Intern's own learning style. Learning is facilitated for some Interns by reading about theory, for

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others by listening to someone lecture about theory, and for others by listening to an audiotape. Some Interns prefer to work on a one-to-one basis; others in small groups.

Individual Learning Rate

Individual learning rate--based on differences in amount of available time for study, level of effort, and motivation--is another avenue for individualizing the training. Ideally, Interns progress through the training program at their unique rates, and training is focused mainly on CDA Functional and Competency Areas where there is an observed need.

6. Training should be flexibly scheduled so that length of training time varies according to each intern's rate of acquisition of the CDA Competencies.

The criterion of flexible scheduling is closely related to individualization. It calls for Interns to proceed through the training program according to individual rate of competency acquisition. In addition, the Intern should exit from the training program when the Competencies have been acquired--whether it is in the middle or the end of the academic semester, quarter, or center year in the child development setting. Interns should also be able to enter the training program at any time based on need and demonstrated competence.

CDA training programs take a number of approaches to meeting the flexible scheduling criterion. In some programs modules are used that specify desired performances and Interns proceed according to their ability to demonstrate them. Individual training plans become tools in other programs where Field Supervisors and Interns jointly determine exit from the training.

In some CDA programs where a grading and crediting system requires the completion of a quarter or semester, procedures have been established for recording Interns' academic grades and credits "out of sequence." Interns exit from the training when they have demonstrated competence, but award of grades and credits does not occur until the end of the academic year.

A closer look at each CDA Criterion helps provide a perspective for the conclusion that adherence to the Training Criteria is an indicator of "quality" training, and is associated with Interns' success in demonstrating competence during the assessment and credentialing process. Each of the Criteria includes several elements related to CDA training and assessment. These elements help maintain consistency between what a CDA Intern learns during training and what is needed to demonstrate competence as a teacher of young children during CDA assessment.

For those of us who have experienced an educational program in which

- what was included in the final exam was different from what had been "covered" in the course;
- the same content was studied by each person regardless of previous study or experience;
- a designated amount of time was spent on each part of the course regardless of individual motivation, interest, and level of effort;
- the same teaching methodology was used for all students;
- it was often difficult, if not impossible, to receive an appraisal of strengths and needs in terms of one's competence in his or her chosen profession or field of study; and
- children were only "talked about" or observed from a distance until student teaching time;

yes, CDA training is "innovative"; yes, CDA training is "revolutionary"; delightfully so, due to the CDA Training Criteria.

1. Jenni W. Klein and Rita Weathersby, "Child Development Associates: New Professionals, New Training Strategies," *Children Today* (September-October 1973).

2. *The CDA Program: The Child Development Associate, A Guide For Training* (Washington, D.C.: Department of Health, Education, and Welfare; Pub. No. OHD-75-1065, April 1973).

3. Leroy Jones, Trudy M. Hamby, and Sally B. Hardy, *CDA Pilot Projects: Innovations in Training* (Washington, D.C.: University Research Corporation, 1978).

4. *The CDA Program*. op. cit.

The Arizona/Nevada CDA Training Program

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Coolidge, Arizona

Central Arizona College has been the grantee for Head Start Supplementary Training, and later for HSST and CDA training, for Arizona since 1970. In the past nine years, the program has grown in many ways, the two most important being the expansion to include CDA training in 1972 and the inclusion of Nevada in the program service area in 1978. In 1970 the HSST program consisted of providing tuition assistance, counseling, and in some cases specially designed college courses for Head Start personnel working on college degrees. Assisting Head Start personnel to earn degrees remains one of the major goals of Arizona/Nevada HSST/CDA, although CDA training has supplanted HSST as first priority.

In 1972, all Head Start Supplementary Training programs were directed to begin developing competency-based teacher training systems based upon a set of competencies which had been drafted by a national task force, and consistent with six criteria for CDA training developed by the Administration for Children, Youth, and Families (formerly the Office of Child Development). In that year also, Arizona HSST received a small grant ($5,000) from the newly formed CDA Consortium to study, revise, and operationally define the competencies in the original list. Under this grant, an Arizona task force was formed of representative Head Start directors, education coordinators, classroom personnel, and early childhood consultants. This task force produced three products: 1) a revised CDA Competency list applicable to Head Start in Arizona; 2) an appraisal instrument based on the revised list; and, 3) a self-appraisal instrument based on the same list. In the fall of 1972, the first CDA competency-based training in Arizona was initiated. Several part-time college instructors were hired and assigned to groups of CDA interns and several Head Start centers. They were given selected competencies from the CDA list as the focus of their training and told to observe each center to appraise skills in those competency areas. Subsequently they were to improvise individualized training to develop weak or non-existent skills. The model for CDA training was conducted totally onsite and was highly individualized. All participants agreed that growth occurred as a result of the helping relationship, but there were several problems with lack of structure. Interns were developing skills and earning college credit, but the credit was not related to specific skill development. There was no way to chart the progress of an intern toward acquisition of all the skills. The credit offered was of a practicum nature, limited in scope, and limited in degree applicability. Finally, expecting field supervisors to be able to improvise curriculum in all areas of early childhood education and child development was not realistic.

During the summer of 1973, the staff of Arizona HSST/CDA and the field supervisors who had worked for one school year in the first CDA training system met to evaluate and make decisions about the future of CDA training in the state. A modular system was developed which addressed the major problems with the first loose structure. The format and content of the modules has changed many times since 1973, but the basic structure remains the same.

During the early developmental period of Arizona CDA training, the CDA assessment system to be used by the CDA Consortium had not been developed. We were developing a training system based on a list of competencies at the same time that the CDA Consortium was developing an assessment system to measure those same competencies.

In 1973 Central Arizona College was the only institution granting credit for CDA training in Arizona. The following year other community colleges were invited to participate in a cooperative system, offering the credit in their own districts. At the present time (Spring 1979) a total of nine community colleges in Arizona and Nevada are participating in the CDA training program, each offering the same modular CDA training system and granting parallel credit for completion of the modules. Arizona/Nevada HSST/CDA pays registration fees and/or tuition of Head Start personnel enrolled in CDA training at the various institutions, provides a central recordkeeping function, and provides training for the CDA field supervisors at each of the institutions. Supervision training has always been an important part of the Arizona/Nevada CDA training program, and is largely responsible for the success of the training.

Each of the nine participating colleges in Arizona and Nevada is offering CDA training to day care and other child development program personnel in addition to the personnel of the local Head Start program(s). This has been a beneficial development of the localization of the CDA training program; Head Start funds are not used to support CDA training for non Head Start personnel, but each participating college has been able to offer the training to interested day care personnel using other funding or individual tuition payment.

VI
MATERIALS AND RESOURCES FOR CDA TRAINING

Grass Roots Materials Development: Two Case Studies

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Real-life problem solving in ongoing work with teachers can serve as effective points of departure for the development of teacher training materials. The two sets of training materials described in this piece emerged from direct involvement with teachers over an extended period of time. The first, a filmstrip called Room Arrangement As A Teaching Strategy, grew out of efforts to provide support and training to teachers in their own classrooms. The second, called the Creative Curriculum for Early Childhood, evolved out of four series of workshops for teachers conducted in Washington, D.C. between 1975 and 1977.

It is noteworthy that the decision to develop both sets of materials came only after teachers and other trainers began to request something concrete that would capture their training experiences. In neither case was the original intent to develop a product.

As final products, both sets of materials are especially useful for CDA training. The filmstrip illustrates ways teachers can create an effective learning environment for children--one which promotes cognitive, social, and emotional development. The workshops were designed specifically with CDA Competencies in mind.

How a Filmstrip Evolved

One of the most effective ways to provide support and training for teachers is to work with them in their classrooms. Spending time with teachers in this way makes it possible to interact with the children they teach and to experience firsthand some of the difficulties they encounter each day including having to deal with children who fight over toys, run aimlessly, and who seem unable to complete a task. This approach provides a unique opportunity to observe factors in the environment and in teacher-child interactions which may be affecting the situation.

As the education specialist/trainer for a large inner city day care program in Washington, D.C., I devoted a major portion of my time to providing classroom support to teachers. My objective was to help alleviate some of the problems teachers were experiencing, in order to make their job easier and more rewarding. One day in a classroom can provide a trainer with a fairly good idea of the problems the teachers are experiencing, the strengths and weaknesses of the teachers, and what strategies might be employed to improve the situation.

Nap time gave us an opportunity to discuss the day's experiences. I would begin by listing some of the strengths I noticed, and what I liked about the program and the teachers' interactions with children. I would then ask the teachers what problems concerned them and what assistance they would like. In sharing the problems I observed, I would identify with how the teachers might be feeling. For example, I might say: "It must be really frustrating when you plan activities and the children can't stay involved for more than a few minutes;" or "I'm sure you're tired of having to clean up the toys yourselves after you've asked the children to do it several times;" or "You're probably reluctant to put out new toys because the children seem to be so destructive." This approach proved less threatening and thus teachers were more open to ideas for improving the situation.

Working in a variety of classrooms over a period of time, I began to see that the same problems continually reappeared. Teachers were having difficulties because their children:

- could not make choices
- wandered aimlessly
- fought over toys
- misused materials
- did not clean up
- were easily distracted
- did not get involved in activities
- rarely completed a task.

In looking for what was causing the problems, I began to suspect they might be related to the way in which furniture was arranged and materials were displayed. I could see that certain arrangements were reinforcing the negative behavior and were working against the teachers' goals for children. So I began to suggest ways to rearrange the room and then to offer assistance in initiating the changes. We were all amazed to see how powerfully the children responded to their new environment. The changes in their behavior were remarkable; they convinced me and the teachers of the importance of room arrangement.

Rearranging classrooms week after week made me aware of the specific connections between how a room is arranged and certain kinds of behavior. As these patterns became evident, I decided to take pictures--from both before and after we arranged the classrooms--in order to illustrate the changes. These slides became a valuable resource for workshops on room arrangement. The incentive to develop a framework in order to organize them into a filmstrip or slide presentation came when other trainers requested an opportunity to use them.

Over time, I tried different ways of presenting the ideas on room arrangement. One approach which is used in the filmstrip, Room Arrangement As a Teaching Strategy, focuses on four categories of concern: children adjusting to a new environment; aggressive behavior; wandering behavior/lack of involvement; and resistance to cleanup. Within each category, the slides show what aspects of the physical environment support the specific behaviors and how to rearrange the environment to overcome the problems. This approach was directly tied to working with teachers in the classrooms.

I also tried organizing the same slides using Erikson's first four stages of socio-emotional development as categories. The slides illustrate ways the physical environment can support the development of trust, autonomy, initiative, and industry.

It is also possible to view the material in the slides according to the CDA Competencies. It is obvious that the slides illustrate ways to "create a learning environment." Because competence in one Functional Area influences a teacher's competence in other areas, an effective learning environment can help teachers develop CDA Competencies in other Functional Areas as well. The suggestions for minimizing demands for sharing, simplifying the room, enclosing and protecting interest areas, all help to "promote positive functioning of children and adults in a group." The ideas presented encourage "a positive self-concept and individual strength" by showing well-marked places for children to keep their belongings, materials clearly organized and labeled so children can find and return them, and rooms which relfect the cultural backgrounds of the children. A few of the ideas for organizing the environment to "promote cognitive development" include displaying materials invitingly and logically, categorizing materials so children learn to classify as they use and return objects, labeling with pictures so children engage in matching games when they clean up.

With different audiences I have used various approaches to presenting the slides on arranging classrooms. At times, I have used more than one. My objective was to tailor the approach to the needs of the particular audience.

A Curriculum Based on Workshops

The Creative Curriculum is another example of what can come out of working directly with teachers. The setting for the development of this curriculum was not the classroom; instead it grew from a series of workshops.

Workshops are by definition somewhat removed from the classroom. They bring together a group of teachers and/or trainers who may come from a variety of classrooms or centers and who therefore have different needs, experiences, and concerns. Workshops do provide certain advantages over the classroom approach. They offer teachers an opportunity to gain some perspective on their own situation and to share with and learn from others. The workshop approach provides an opportunity for the trainer to model the role of the teacher in the classroom. This may involve:

- interacting with participants in the workshop as you hope they will work with children in the classroom;
- helping participants relate the information to their own work with children;
- pulling together the ideas and observations of participants; and
- providing a structure for the activities within which participants can freely explore and make their own discoveries.

Workshops, when they involve and build on the experiences of practicing teachers, can provide fertile turf for the development of relevant materials. In this section I will describe how a curriculum grew out of four series of workshops. The original intent was to provide training for teachers--not to develop a written curriculum.

In 1976 during the Bicentennial celebration, the District of Columbia sought and obtained funds from ACYF for "Celebration in Learning," a research and demonstration project. The grant made possible a storefront demonstration classroom which was designed to attract parents, children, and teachers. Groups of children visited in the mornings with their teachers who were invited to return at a later time to participate in workshops.

The development and pilot testing of inservice workshops were a major objective of the "Celebration in Learning" project. The training offered in these workshops served to help teachers identify and learn ways to extend the basic social and cognitive skills children can gain by exploring materials and participating in activities associated with six classroom areas: blocks, table toys, art, house corner, books, and clay/play dough.

The underlying goal of the workshops was to help teachers develop two specific CDA Competencies: Setting Up and Maintaining a Safe and Healthy Learning Environment, and Advancing Physical and Intellectual Competence. Detailed behavioral indicators were identified for all of the Functional Areas outlined within each Competency. The indicators provided a way to measure the effectiveness of the training and some helpful objectives for developing the workshops themselves.

The teachers who attended the workshop series came from preschool centers in Washington, D.C. and represented a range of experiences and educational backgrounds. At the first session in each series (there were six in a series), the participants took part in a number of exercises designed to help them identify and share their interests and the particular concerns they had about the area being explored--blocks, table toys, et cetera. An agenda for the series was then distributed and teachers could see exactly when their particular concerns would be addressed. Time was reserved at the end of each series to add additional topics for which the project staff had not planned. Some examples of the concerns teachers expressed were:

Concerns About the Art Area

- Art activities are messy.
- Children don't clean up.
- I never know what to say to children about their art work, especially to scribblers.
- What activities and art media are appropriate for each age?

- It's hard to store art materials.
- How do I develop creativity?

Concerns About Blocks

- They're too noisy and dangerous.
- Cleanup is impossible.
- Children use the blocks as guns.
- The block areas require too much supervision.
- What are children learning from block play that will help them in first grade?

Concerns About the House Corner

- Children have trouble sharing props.
- There's too much wild play--Batman and Bionic Woman.
- Some children rarely go into the house corner or only stay a few minutes.
- What should the teacher's role be?
- What are children really learning in dramatic play?
- Why do some children always play the bossy mother or the baby?
- How do I assess levels of play?

Concerns About Table Toys

- Pieces are always getting lost.
- Children get bored with the same toys.
- Some children never complete a task.
- They require too much supervision.
- How much should I let children explore and how much should I structure the activities?

Teachers attended the sessions one day a week. The workshops involved hands-on experiences with materials and focused on strategies for structuring the most effective ways to use materials, how to extend their use, and the teachers' role in each area. Although at least two teachers from each center attended a series in order to provide support to each other, on-the-job followup was not offered by the staff. During each series, the training staff met with the teachers' center directors to give them an overview of the material presented. The purpose of those meetings was to alert the directors to the changes teachers might be making in their classrooms and in their interactions with children so that they could support these changes and help teachers implement the new ideas.

Center directors enjoyed the sessions but they wanted more indepth reviews of the information their teachers were receiving in the workshops. They asked the project staff for assistance in their efforts to share the information with the rest of their staff who could not attend the workshops.

This expression of need triggered a process which led the staff to begin the development of a written curriculum. Prior to each workshop series, detailed outlines of the content were prepared by the trainers. The rest of the staff reacted to these outlines by offering suggestions and feedback. During the workshop, a staff member recorded the information which was shared: the content presented by the trainers, the techniques used, the ideas shared by teachers, as well as their concerns and questions.

Based on the written records and the detailed workshop outlines, a staff member drafted curriculum manuals for each of the first four workshop series: Blocks, Art, Table Toys, and House Corner. Each manual was critiqued by the staff, edited, and revised. A conscious effort was made to address the specific concerns expressed by the participating teachers. The content of each manual stresses both children's use of materials, teacher-child interactions, and how to extend and encourage learning in each of the areas.

The four manuals are now part of the Creative Curriculum for Early Childhood. They provide a comprehensive course in each area and a listing of the CDA Competencies--including behavioral indicators--which formed the goals of the workshops. To further address the need expressed by center directors for staff development methods, Trainer's Guides were drafted for each of the four manuals. They offer a description of the workshop approach and detailed suggestions on how to present the content in the manuals. The focus is on facilitating active participation and hands-on kinds of experiences in presenting the information.

The project also prepared a supplement to the curriculum, an annotated bibliography called Resource Materials for the Creative Curriculum. The bibliography was developed for teachers who wanted to read the literature in the eight areas--house corner, blocks, table toys, sand, water, art, clay/play dough, and books--and many of the resources were explored during the workshop. One important component of the bibliography is the inclusion of a set of criteria for evaluating children's books which focus on Black and Hispanic American children.

The last two products which were based on the Celebration in Learning workshops are Bloques and Arte. They were written by a member of the staff who adapted the ideas in the block and art manuals to suit the needs and learning styles of Hispanic teachers. They are not mere translations of the English versions. They include practical suggestions that incorporate relevant aspects of Spanish culture and tradition into the content presented.

Conclusion

The two products described in this article, Room Arrangements as a Teaching Strategy and the Creative Curriculum for Early Childhood, have both generated good initial responses from users. The demand for them, which is continuing, reflects the fact that they meet real needs. I attribute their success to date to the fact that they grew organically out of direct involvement with teachers over a period of time, either in the classroom or in training workshops. Call it what you will--sleeves-up, hands-on, or grass roots--it seems to work.

For more information on the availability of these materials in published form write to Creative Associates, Inc.; 4419 39th Street, N.W.; Washington, D.C. 20016; Attention: Diane Dodge.

A Self-Taught Modular/Multi-Media Program for CDA Training

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HSST/CDA Project Manager
Elmira College
Elmira, N.Y.

Elmira College provides CDA training for six Head Start programs in five counties of New York State, as well as for day care programs in three bordering Pennsylvania counties and for one Indian reservation.

Rationale

Individual self-taught learning modules were developed for interns in these widely scattered programs, not only because distances made it impractical to meet with the interns frequently, but also because such a format allowed them to get deeply and effectively involved in their own learning.

This self-taught modular approach encourages interns to help determine their own needs through an initial appraisal, to assist in setting up their own individual training prescriptions in consultation with a field supervisor, to work on the module activities at their own pace in an early childhood setting, and finally to help determine when they have accomplished the objectives of the modules and are ready for the CDA final assessment.

Young children in the preschool classrooms also strive to become independent and self-directed in their learning. Thus it is only appropriate that teachers and aides should develop classroom skills to assist the children toward this end through a self-taught training approach of their own.

Initial Appraisal

In order for training to be individualized and meaningful, it is necessary to ascertain, at the outset, the intern's strengths and the areas which need strengthening. The Elmira program uses a Checklist of Classroom Competencies which was developed by the author as a part of her doctoral dissertation at Cornell University. This appraisal tool, with its 23 performance areas, is designed to be used both by interns and the field supervisor. As interns use it to make a self-appraisal of their skills, they also gain an orientation to the training program. As the field supervisor uses it to help set up an individualized program, he or she gains an awareness of the intern's skills as well as an indication of which modules should be included in the training.

All of the items on the checklist are positive in nature, thus it is the unchecked items which help to determine the modules to be included in the training. The checklist items are correlated both with the learning modules and the CDA Functional Areas.

The checklist was pretested in 1973, and the test yielded a reliability coefficient of .91. Checklist validity was determined through correlation with criterion measures such as the DiLorenzo Teacher Practices Checklist, the Minnesota Teacher Attitude Inventory, a paired comparison study, and a speaking and listening skills pretest. Analysis of the correlations produced validity coefficients of .69, .54, .49, and .59, three of which proved statistically significant at the .05 level and one at the .01 level. The checklist has been used successfully in the program for the past six years to help trainees determine which of the Learning Modules they will pursue. It was initially used by the author to determine what modules to develop.

Field Supervisor

An Elmira College field supervisor works with the interns from the six Head Start programs served. Other programs provide their own field supervisor, usually an educational coordinator or center director. Using the Checklist of Classroom Competencies, it is the field supervisor's responsibility to make an initial appraisal of the intern, and to discuss the results of this appraisal with the intern. In addition, the intern's own self-appraisal is used in planning a training prescription.

Although the interns set their own pace as they go through the module activities, the field supervisor visits the classroom on a regular basis to observe and then discuss the observation and the module work with each of the interns. Field supervisor and intern decide jointly when the intern has completed a module satisfactorily.

Learning Modules

Altogether 18 learning modules were developed for this program. Each topic was derived from the Checklist of Classroom Competencies. In turn, checklist items were derived from the 6 CDA Competencies and the 13 Functional Areas. The relationship of CDA Competencies and Functional Areas to the Elmira learning modules is depicted below:

CDA Competency & Functional Areas	Corresponding Modules
Setting up and maintaining a safe and healthy learning environment. 1. Safe 2. Healthy 3. Learning environment	Module A: Setting Up the Classroom
Advancing children's physical and intellectual competence. 4. Physical 5. Cognitive 6. Language 7. Creative	Module D: The Role of Play Module E: Speaking & Listening Skills Module F: Preschool Book Experience Module G: Preschool Science Experience Module H: Large and Small Motor Coordination
Building children's positive self-concept and individual strength. 8. Self-concept 9. Individual strength	Module C: Self-Image and Self-Control
Organizing and sustaining the positive functioning of children and adults in a group environment. 10. Social 11. Group management	Module A: Setting Up the Classroom Module B: Managing the Daily Program
Bringing about optimal coordination of home and center child-rearing practices and expectations. 12. Home-center	Module C: Self-Image and Self-Control Appendix A: Assembling the Child Development Associate Portfolio
Carrying out supplementary responsibilities related to the children's programs. 13. Staff	Module B: Managing the Daily Program

Each module includes general and specific objectives, text material to be read, a sound filmstrip or slides to be viewed, question sheets to be answered, learning activities to be accomplished with children, and an evaluation form to be completed by both intern and field supervisor upon completion of the module. Elmira College grants two hours of credit for each module.

Interns complete a varying number of modules depending upon their own needs. Although the modules are not time-bound, it is possible to complete from one to three a semester. Most of the CDA interns complete a total of from two to eight modules during their training. An intern works on one module at a time. It is not intended that anyone complete all 18. Each module contains a prescribed group of learning activities which requires that the intern:

- read the module chapter or booklet;
- answer in writing the questions based on the reading;
- view the multi-media material (sound filmstrip or slides);
- answer in writing the questions based on the viewing;
- read supplementary text materials and make file cards of ideas gained;
- observe and record information on the children in the classroom using another tool, the Child Involvement Checklist;
- make application in the preschool classroom of ideas gained from the module;
- confer with the field supervisor at appropriate times throughout the module, finally determining whether the objectives have been completed. (If not, there are alternate activities to complete.)

Because text and film materials were not available for all of the modules, the author developed her own materials for eight of the modules. These have been published as a multimedia program, Skills for Preschool Teachers, by Charles E. Merrill Publishing Co., Columbus, Ohio (1979). The program consists of a textbook, eight filmstrips, and eight cassette tapes (one filmstrip and cassette for each module). The modules included are:

Setting Up the Classroom
Managing the Daily Program
Role of Play
Self-Image and Self-Control
Speaking and Listening Skills
Preschool Book Experience
Preschool Science Experience
Large and Small Motor Development.

The advantages of using modules in this program have been several-fold: (1) Modules allow interns to work independently in their early childhood centers rather than having to travel long distances to meet in a college classroom. (2) Modules meet the particular needs of each individual as determined in the initial appraisal. (3) Modules give the interns practical activities to accomplish between visits of the field supervisor. (4) Modules sharpen the intern's skills in reading, writing, observing, and verbalizing about children. Modules also give interns new ideas and activities to apply in the classroom. (5) Modules are nonthreatening and help to promote the intern's own positive self-concept.

The photographs for the filmstrips which accompany the eight modules included in the Skills for Preschool Teachers program came directly from the classrooms of the interns. The activities prescribed in each module came from the needs of these classroom workers and the problems arising in the early childhood center as witnessed by the author.

The use of the above described self-instructional audiovisual material for CDA training has proved to be so successful that the author and her colleagues have continued to develop additional slide-tape programs. CDA Portfolio is a program of 60 slides, tape cassette, and program script for individual use or in workshops featuring CDA portfolio development. Preschool Music for Non-Musicians by Jane Benjamin consists of 64 slides, tape cassette, and program script for use in workshops or with the Elmira College module "Preschool Music Experience." Both are available from:

3 to 5
P.O. Box 3213
Elmira, New York 14905

The CDA Resource Center

Lela Jones, Project Manager*
CDA Resource Center
Urbana, Illinois

The CDA Resource Center is funded to provide persons involved in CDA training with information about materials and resources which can be used in the training programs. The Resource Center staff answers questions about what materials are available and how they can be ordered. For example, if you want to know if CDA training materials are available which focus on outdoor play activities, the Resource Center staff can send you a list of modules, books, and audiovisual materials. The Resource Center staff can also help you find other resources, such as materials for training trainers, the names of people involved in CDA training in your area, or bilingual-bicultural CDA training materials.

Annotated Bibliographies

The Resource Center staff compiles two annotated bibliographies each year entitled *Resources for CDA Training*. These bibliographies contain information about new and revised early childhood education publications and articles which might be of interest to persons in CDA programs. Also included are print and audiovisual materials designed especially for CDA training. The bibliographies are organized by CDA Competency Area, and a short annotation is included for each publication.

CDA Bulletin

The *CDA Bulletin*, produced four times per year, is another publication of the CDA Resource Center. The *Bulletin* focuses on topics of interest to people involved in CDA training, especially Head Start CDA training programs. Topics have included "Bilingual-Bicultural-Multicultural Resources," "Planning Workshops," "Portfolio Help," and "Dual Roles and Responsibilities (of CDA Field Supervisors)."

Special Publications

Each year the CDA Resource Center produces one or two publications containing information of special interest to CDA staff. For fiscal year 1979-80, the Resource Center will be publishing an informational packet for institutions interested in starting CDA training programs, and a training packet containing information for CDA field supervisors about training activities, free and inexpensive materials, and audiovisual aids. When available, these will be announced in the CDA Bulletin and through a special mailing to persons on the mailing list for the Resource Center.

Mailing List

Anyone involved in the training process for CDA interns is eligible to be included in the Resource Center's mailing list to receive the *CDA Bulletin* and *Resources for CDA Training*. Costs for publication and mailing these materials are paid for by the contract (Administration for Children, Youth, and Families; Head Start Bureau). It is also perfectly acceptable to reproduce any of the materials published by the CDA Resource Center as long as full credit is given to the Center.

Resource Collection

Over 500 documents related to CDA training are included in the CDA Resource Center's document collection. These documents were collected over a period of five years by various contractors.. They include CDA training modules, pilot project reports, training proposals, and other materials. The Resource Center staff is continually updating the collection in order to make informed referrals. Documents collected also form the basis of the annotated bibliographies produced each year. (If you know of any training materials, or materials which could be adapted for CDA training, please let us know about them.)

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*Linda Baskin is now the Project Manager of the CDA Resource Center.

Resource Publications

Another service of the CDA Resource Center is the distribution of several publications about CDA training and CDA training materials. The publications available from the Resource Center are:

Annotated Bibliography of CDA Curriculum Materials, Vol. I., Spring 1978. (University Research Corporation)

CDA Abstracts: Methods of Implementing CDA Training. No. I, Spring 1978, and No. 2, Summer 1978. (University Research Corporation)

CDA Pilot Projects: Innovations in Training. 1978. (University Research Corporation)

Descriptive Guide to CDA Training Materials. Vol. I, 1976; Vol. 2, 1977. (University Research Corporation)

Developing Learning Modules for CDA Training: A Guide. 1975. (High/Scope Foundation)

Some Learning Resources in Use by CDA Training Programs. 1975. (High/Scope Foundation)

Resources for CDA Training: An Annotated Bibliography. No. I, 1979. (CDA Resource Center)

The CDA Program: Information for Head Start Classrooms. (Set of pamphlets for CDA interns)

Back issues of some of the *CDA Bulletins* are also available. If you are interested in obtaining copies of any of the above publications, please write to us. There is no charge for the materials or for mailing.

Coordination with ERIC

The CDA Resource Center staff work cooperatively with the staff of the ERIC Clearinghouse on Elementary and Early Childhood Education which is located at the University of Illinois. Materials submitted to the CDA Resource Center for inclusion in the CDA Resource Collection are reviewed by the ERIC/EECE Acquisitions Specialist for possible inclusion in the ERIC system. The ERIC staff contacts the author of any material(s) to obtain a second copy and copyright release permission. If you are interested in further information about the ERIC system, you can write to: ERIC/EECE, 140 College of Education, University of Illinois, Urbana, Illinois 61801.

CDA Resource Center

If you do have questions about CDA training materials, or know of CDA materials which other people might want to know about, please contact us here at the CDA Resource Center. Our address is:

CDA Resource Center
University of Illinois
805 W. Pennsylvania Avenue
Urbana, Illinois 61801

Phone: 217 - 333-1769

Linda Baskin, Project Manager
Dr. Lilian Katz, Project Director

Bilingual/Multicultural Materials for CDA Training

Masako N. Tanaka, Director
Bilingual/Multicultural Resource Network, Region IX
San Francisco, California

The National Bilingual/Multicultural Network's (NBN) Resource Center for Region IX is operated by Development Associates in San Francisco, California. It is one of four national Resource Centers funded by the Administration for Children, Youth, and Families and is designed to provide services to Head Start children. One of its major services is to conduct a bilingual CDA trainer program and to provide training and technical assistance on bilingual/ multicultural materials at the preschool level.

It has been our experience that at least three different types of training are needed in the bilingual/multicultural area. Each type of training is designed to assist Head Start staff in acquisition of different levels of understanding such as awareness, knowledge, and implementation of bilingual/multicultural materials. Each level of understanding requires a somewhat different training focus:

- Awareness of bilingual/multicultural materials. This level requires the provision of materials, information, and knowledge of available materials or other resources. A workshop for this level provides an opportunity to survey available materials and to identify and update productive resources. (See Figure I).
- Knowledge of bilingual/multicultural materials. A workshop on this level focuses on how to select materials; e.g., how to develop criteria or guidelines for selection, how to apply guidelines to materials in the classroom and local library, and how to develop a list of recommended materials for a particular preschool program. This is a favorite area for parent participation.
- Implementation of bilingual/multicultural materials. A workshop of this level includes two implementation aspects: (1) How to use a story and (2) how to develop your own materials. A workshop on how to use a story focuses on what to do at three stages: before the story is told (e.g., how to focus attention on the story); during the story (e.g., how to focus attention on the story); and after the story (e.g., how to extend the story into art, music, and dramatic play).

The development of one's own materials is generally an outcome of attaining the previous levels of understanding. That is, it is only when one is aware of all the bilingual/multicultural materials that are available and how to select and use these materials that one can then identify the "gaps" in this array and create materials to fill these "gaps." Often, it may not be necessary to "recreate the wheel" because materials are already available. Further if a new or different product is needed, review and analysis of existing materials will aid the materials developer in producing a better product.

It has been the experience of Resource Center staff that there are two approaches to the systematic development of additional bilingual/multicultural materials by program staff and parents. One approach is to adapt existing materials to better match your children's needs. Another approach is to develop your own versions of appropriate materials. Figures 2 and 3 describe some of the ways in which Resource Center staff have used these two approaches.

Figure 1. Sources for Bilingual/Multicultural Materials

Type of Material	Source
Commercial bilingual/multicultural materials	NBN Resource Centers:
	Teachers College Columbia University 525 West 120th Street New York, NY 10027
	Intercultural Development Research Associates 5835 Callahan Road San Antonio, TX 78228
	InterAmerica Research Associates 910 16th Street Denver, CO 80202
	Development Associates 693 Sutter Street San Francisco, CA 94102
	Exhibits at conferences
	Publishers catalogs
	Large public and college libraries
	Bookstores
Cultural artifacts and nonprint materials	Parents (e.g., collect empty containers from preferred cultural foods)
	Staff constructed objects
	Child constructions
	Local sources for used objects (e.g., Resource Center has found items in garage sales such as molcajetes, tortilla presses, African drums, Chinese theater masks, rice bowls, castanets, lace fans, ollas, etc.)
	Local grocery stores with ethnic foods
Materials developed by Head Start programs	Exhibits at local, state, and national conferences; e.g., National Head Start Conference
	Request review copies of materials from Head Start programs

Figure 1 (continued)

Type of Material	Source
Materials developed by funded development projects	CDA Services and Resource Center University of Illinois 805 W. Pennsylvania Avenue Urbana, IL 61801 National Clearinghouse for Bilingual Education 1300 Wilson Boulevard Suite B2-11 Rosslyn, VA 22209 (800) 336-4560 Ethnic Heritage Studies Clearinghouse Social Science Education Consortium 855 Broadway Boulder, CO 80302 (303) 492-8154 Christinia Wai-Ching Cheung NCBE Field Representative 530 Oak Grove Avenue Suite 107 Menlo Park, CA 94025 (415) 321-8118 Nora Lea Yazzie NCBE Field Representative 407 Rio Grande Boulevard, NW Albuquerque, NM 87103 (505) 842-9857 National Indo Chinese Clearinghouse Center for Applied Linguistics 1611 N. Kent Street Arlington, VA 22209 (800) 336-3040

Figure 2. Adapting Bilingual/Multicultural Materials

Methods of Adapting	Example
1. Add another language (usually single words)	For example, add picture captions such as animal names in both Chinese and Spanish.
2. Simplify cultural materials designed for children	For example, simplify the Lotteria Game--originally designed with nine illustrations per card--by using only two or four illustrations per card.
3. Redesign for curriculum needs	Take ethnic puzzles, xerox and recut. For example, a face puzzle with six equal rectangular parts is recut to have pieces for the head, eyes, ears, nose, mouth, and neck.
4. Change the material to another form	Use pictures from books and make them into a sequence card game. Child arranges order of cards and tells own story. May start with a few cards and add more cards later.

Figure 3. Developing Bilingual/Multicultural Materials

Method of Development	Example
1. Make "cultural" versions of traditional activities by analyzing principles and concepts involved	Make "sound cans" using cultural symbols as labels, for example, "sun" and "lightning" symbols. Fill the cans with local materials, for example, sand, pebbles, or small pine cones.
2. Create stories with children using their language and illustrations	For example, have children contribute pictures and words for the story of their trip to the zoo.
3. Make "cultural" puzzles using pictures and drawings	Make puzzles from children's art from many countries by using UNICEF calendar illustrations.
4. Develop translations in the child's own languages	Using appropriate published works substitute translated text for original text. Can be accomplished by pasting on new typewritten copy.

One additional note is in order regarding the development of translated children's books. The Resource Center has initiated translations because of such concerns as the following:

- Many of the bilingual or Spanish books published in root cultures tend to depict people and life styles not related to most of the Spanish speaking children in Head Start programs. For example, "Libros Para Mirar" is a set of books about the extended family; all of the characters have very white skin color, and the adults are all professionals in a European city setting.
- There is very little multicultural content; root culture materials tend to be monoethnic in character.
- There are very few preschool books in languages other than Spanish and/or English, particularly for the language groups represented in Head Start programs.
- Many of the major themes of Head Start programs (e.g., development of a positive self concept) are either missing or limited.
- Many of the Spanish editions of English preschool books quickly become "out of print" and no longer available. This is because publishers consider bilingual books "limited market" materials and thus quite often limit their publication to a single edition.

In addition to limitations in the materials themselves, we are concerned about the use of such materials in relation to staff development. That is, many Head Start classrooms have an English speaking teacher and a Spanish speaking assistant. The latter is often asked to read a Spanish story to the children, but there is little effort to plan or to implement the story as an integrated activity in the curriculum of the classroom.

In other classrooms, there are very few Spanish materials, so the English speaking teacher reads the book in English and asks the Spanish speaking assistant to do an instant translation into Spanish. This is a common approach in many "bilingual" programs. The use of this procedure conveys a number of erroneous messages to Spanish speaking children: "Spanish is only an oral language;" "Spanish is not used in books;" "Spanish is a secondary language after the English is read;" or "Spanish stories are never told the same way twice." This last message is particularly inhibiting to the development of language in that these children do not have the opportunity to use their memories to recall a story exactly and to correct the reader by saying, "Oh, you forgot that part about ________," or "You skipped a page." It is suggested that some of the reduced success in some bilingual programs may be related to this lack of continuity and consistency which is coupled with negative messages affecting the Spanish child's pride and self esteem as expressed in his or her own language.

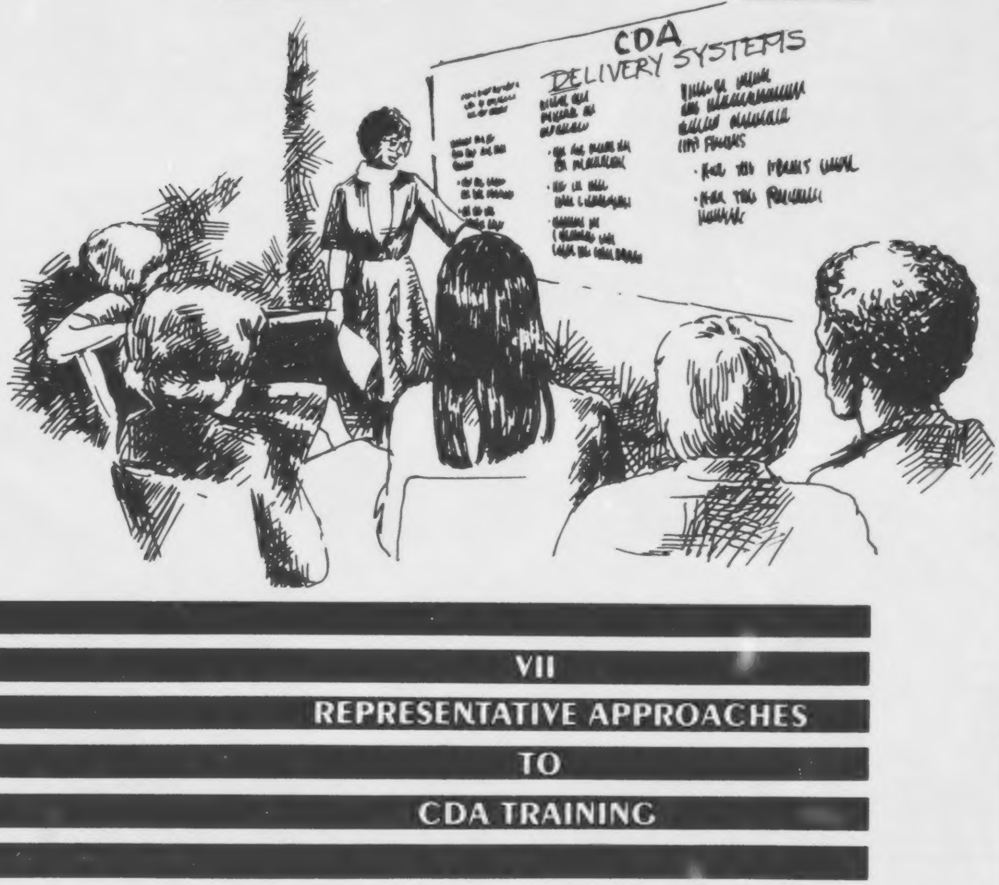
In response to these concerns we decided to initiate a special collection of translated books with sets in English, and sets in Spanish and/or other language translations. The sets in this special collection have the following characteristics:

- The stories are interesting and are popular with Head Start children.
- The stories include themes which are related to the developmental goals of early childhood such as a positive self image and emotional development.
- The stories illustrate a variety of cultures. Sample titles include Crow Boy, Goggles, and Arrow to the Sun.

- Most of the stories are available in paperback editions, so they are inexpensive. This element is important, not only for the Resource Center, but also for Head Start programs who may wish to "borrow" the translations.

- The stories are published by companies that have indicated their willingness to cooperate in this effort. To date, only one negative response to the request letter has been recieved. This came from a publisher who said he could not write a formal release, but that it would be all right if it could be done "without his knowledge." Under these circumstances, it was decided not to include books of that particular publisher in the collection.

In closing, the NBN Resource Center in Region IX provides materials, methods, and resources for bilingual CDA trainers and Head Start staff to acquire different levels of understanding regarding bilingual/mutlicultural materials. These different levels of understanding are sequential in nature, and training is provided to develop awareness of, knowledge of, and implementation of bilingual/multicultural materials.



VII

REPRESENTATIVE APPROACHES TO CDA TRAINING

CDA Incorporation Plan for Region IV; Administration for Children, Youth, and Families

James "Pat" Doyle
Administration for Children, Youth, and Families, Region IV
Atlanta, Georgia

Background

In order to comply with the original Draft ACYF Requirements for the Long-Term Incorporation of CDAs into Head Start, Region IV ACYF was faced with the task of assuring that no fewer than 3,732 staff persons be trained within a four-year period.

In order to meet this draft mandate, Region IV ACYF in 1976 decided to build a network of CDA training institutions throughout the Region by using the expertise of staff within 15 existing Regional HSST/CDA training programs. These staff members were requested to initiate CDA Planning Committees in each of the Region's eight States.

The eight State CDA Planning Committees were organized by ACYF in November 1976 and continue to exist through ACYF sponsorship and funding. The committees consisting of representatives from the current 54 CDA training institutions, State departments of education, human resources, Title XX, Head Start, and proprietary programs. State legislatures serve as a forum for all individuals with an interest in and responsibility for preschool children and their families. This mutual interest is focused on the CDA concept and each committee has common charges in the following areas:

- Assistance to Regional Office staff and contractor in establishing two yearly State CDA training programs.
- Establishment of a State clearinghouse and information dissemination center for CDA materials, publications, and training resources.
- Development of CDA licensure within two States.
- Service as a CDA Advisory Committee to Region IV ACYF.

Selection of CDA Training Institutions

There are currently 54 ACYF-selected colleges and universities throughout Region IV that offer CDA training in accord with ACYF guidelines and requirements to Head Start and non-Head Start persons desiring to achieve the CDA credential. The selected training institutions are those which have expressed a desire to offer CDA training by contacting their state CDA committees. The Regional Office then provides training programs to the institutional representatives at Regional and State workshops, which are then followed-up by onsite training and technical assistance from Regional Office and contract staff members. Each training institution is monitored by these same staff persons who utilize the Region IV CDA Self Assessment Validation Instrument for monitoring purposes and as a means of determining the training and technical assistance needs of the individual training institutions.

Funding Approach

Region IV has developed a formula and rationale for direct funding of each of its Head Start grantees in an amount that will assure the grantee has sufficient funds to purchase training for the number of interns who must be in training at any given time in order to be in accord with ACYF Draft CDA Requirements. The grantee signs a contract with the ACYF selected training institutions of its choice. As part of the contractual arrangement, the training institution provides the Head Start grantee with a copy of the institution's CDA training plan which has been approved by Region IV ACYF as part of the Region's training institution selection process. Additionally, the Region has trained the training institutions to train Head Start and non-Head Start persons how to apply for Federal and foundation grant monies such as Basic Education Opportunity Grants (BEOG) for the purpose of purchasing CDA training. It is anticipated in FY 1980, that approximately 35 percent of the Head Start CDA interns in training in Region IV will be there through use of BEOG funds.

Current Status

Currently there are approximately 1,000 credentialed CDAs in Region IV. Through utilization of FY 1980 Region IV ACYF funds, 945 Head Start staff members will be enrolled in 54 CDA training institutions throughout the Region. In addition, there will be approximately 331 Head Start persons enrolled in most of these same institutions under the auspices of Basic Education Opportunity Grants.

Incorporating CDA into the Four-Year Early Childhood Degree Program

Anne Campbell, Project Coordinator
Maine Children's Resource Center
University of Southern Maine
Gorham, Maine

The Maine Childrens Resource Center at the University of Southern Maine offers a CDA internship program which can also serve as the basis for a bachelor of science degree in early childhood education. Part of the College of Education at the University of Southern Maine, the Maine Childrens Resource Center is funded by Head Start and Title XX. It has served early childhood personnel since 1968. The Center works in cooperation with day care and Head Start agencies throughout the state of Maine, with the Maine Indian Education Program, and with the State Department of Human Services and the Division of Special Education. The Resource Center provides a wide range of educational services for staff training and development. The basic areas of assistance provided by the Center include the CDA internship program, professional teacher and social service courses, workshops, consultation services, and a mailbag resource library.

The CDA internship program is flexibly designed to meet the needs and schedules of people who are teaching full-time in Head Start or day care programs. The program combines a variety of learning experiences which promote personal and professional growth: field experience seminars, individual onsite supervision by a university field supervisor, and professional education courses. The ongoing field experience seminars provide the opportunity for interns and child development specialists who are field supervisors to come together to discuss problems, issues, and ideas common to all who work with young children. The initial seminar course in the internship sequence is entitled, "Directed Classroom Observation." This three-credit seminar also gives interns an overview of the specific Competencies required for a CDA credential. The course allows field supervisors to initially appraise the individual strengths and needs of each intern. Upon successful completion of this course the intern may decide whether or not to continue in the internship program.

The core courses in the internship program are based on the CDA Competency Areas. They are offered for university credit and carry the Education Field Experience (EDFE) course designation:

EDFE 203 - Safe, Healthy Learning Environments (2 credits)

EDFE 204 - Advancing the Child's Physical and Intellectual Competence (2 credits)

EDFE 205 - Building the Child's Self-Concept and Individual Strength (2 credits)

EDFE 206 - Positive Functioning of Children and Adults in the Classroom (2 credits)

EDFE 207 - Coordination of Home and School (2 credits)

EDFE 208 - Preschool Administration (2 credits)

Currently 12 field supervisors work with the 40 interns enrolled in these EDFE courses throughout the State of Maine. Individualized one-to-one supervision of the interns allows for a wide range of flexibility within an intern's particular program. Interns receive weekly to monthly onsite visits from a university field supervisor. The field supervisor is a child development specialist with university faculty status through the Maine Childrens Resource Center and the College of Education at the University of Southern Maine. Together the field supervisor and intern assess the intern's strengths and needs, and together they design an appropriately individualized program of instruction. By observing the intern working directly with children in the classroom, the field supervisor can provide specific feedback appropriate to the intern's level of development and competence. The field supervisor and intern draw upon the resources of the Center's mailbag library for appropriate books, pamphlets, films and videotaping experiences to help the intern increase teaching skills and professional expertise. The program is designed to help the intern integrate the academic content with field work applications. Thus it involves carefully chosen reading assignments followed by assigned observations, written work, and advisory feedback. Interns move through the EDFE competency-based courses at an individually appropriate rate. Within 1½ to 3 years the intern enrolls in EDFE 209--The Competent Teacher (4 credits). In this course the portfolio is completed and credentialing assessment by the CDA Consortium is arranged.

The third component of the internship program is that of professional education courses. These courses are offered at several convenient locations throughout the State for university credit. The two required courses for any intern in the program are Human Growth and Development and Teaching the Child Under Six. Interns have the option of continuing course work toward a B.S. degree with a major in early childhood education. The degree program includes such courses as Science Experiences for the Young Child, Children's Literature, and Theories and Practices in Early Childhood Education. Minors in English and learning disabilities are recommended for the interns seeking the degree in early childhood education from the University of Southern Maine. Thus both the CDA credential and a bachelor of science degree are potential outcomes of the Maine Childrens Resource Center's internship program. The program is concerned with the personal and professional growth of teachers of young children. It is a complete experience in itself which can also lead to a CDA credential, a degree in early childhood education, and better programs for young children.

Title XX and Head Start CDA Training

Charlotte W. Ferguson, CDA Program Director
Benedict College
Columbia, South Carolina

The CDA program at Benedict College is a cooperative training venture between the Department of Social Services, Head Start and Benedict. An academic/field-based instructional approach is used to assist CDA interns in demonstrating a professional level of competency when delivering services to young children in preschool and kindergarten settings. In addition to classroom personnel, training is also available to those persons performing related duties who aspire to become future child caregivers.

The College admissions office has established a flexible entry enrollment schedule for CDA interns. The program is financed by Title XX and Head Start. Title XX funds pay the salaries of the Field Supervisors and Head Start pays the indirect costs such as textbooks and travel.

The curricular offerings are the same as those in the elementary education degree program required by the South Carolina State Department of Education for certification in early childhood. The course offerings are Preschool Curriculum, Preschool Methods and Materials, and The Young Child (behavior, growth and development).

The curriculum is based on the 13 CDA Functional Areas. The chart below shows the Functional Areas focused on in each course.

CDA Functional Area	Course Title
Safe Healthy Learning Environment Home/Center Staff	Preschool Methods and Materials
Creative Cognitive Group Management	Preschool Curriculum
Language Physical Self-Concept Individual Strength Social	Behavior, Growth and Development

The training program includes 50 percent field-based experiences and 50 percent academic experiences. The 50 percent field-based experiences include Field Supervisor site visits to observe, participate, evaluate, and discuss portfolio development with the Intern.

The 50 percent academic experiences occur on-campus and include lectures, demonstration activities in the demonstration classroom, and research work in the resource room. Textbooks are purchased from an educational supplies fund. As Interns are credentialed, the textbooks are circulated to a new Intern. This seems to be a most cost-effective method.

It is the responsibility of the Field Supervisor to conduct two scheduled site visits per month for each Intern. Additional site visits occur when the Supervisor's schedule permits. Each scheduled site visit consists of approximately three hours of observation and conference.

The onsite observation by the Field Supervisor lends itself to objectivity in grading. The Field Supervisor evaluates the Intern's competence in the CDA Functional and Competency Areas by observing and participating in the Intern's room and taking notes on the indicators and/or behaviors performed by the Intern with the children.

In preparation for the conference with the Intern the Field Supervisor completes a written observation report, a list of questions to be raised with the Intern for clarification concerning the Intern's performance, a conference summary form, and suggestions for the learning module contract, i.e., textbook reading, classroom demonstration, pre- and post-test, and portfolio entries. During the conference the Intern completes a self-appraisal of the activities under observation and/or demonstration. The Field Supervisor shares the written observation and comments. Together, the Field Supervisor and Intern enter on the module contract a description of activities to be performed on the next field site visit. The Intern is evaluated on a pre- and post-test cycle before beginning or completing learning modules.

The CDA training program has provided several types of delivery systems. The first year, Interns attended 3 hour, weekly classes for 18 weeks of academic instruction. In the second year the program was 100 percent field-based. The third year the 50 percent field /50 percent academic model, just described, was implemented. This approach was prefered by the Interns.

The CDA training program at Benedict maintains the standards and evaluation procedures established by the three agencies cooperating in the training endeavor. Just as the CDA Intern and the Field Supervisor have a team relationship, so do Head Start, the Department of Social Services and the College.

Shaw University's CETA/CDA Training Approach

Frances Williams, CDA Program Director
Shaw University
Raleigh, North Carolina

Commencing in the fall of 1975, Shaw University was funded by the Administration for Children, Youth, and Families (ACYF), Region IV, to develop and implement Child Development Associate Training (CDA) for Wake-Raleigh Head Start, a local grantee. After one year's experience in implementing the ACYF CDA Training Criteria, Shaw received additional funding from the local prime sponsor of the Comprehensive Employment Training Act (CETA)--the Raleigh CETA Consortium--to provide CDA training for 25 CETA-eligible clients. The United States Department of Labor (DOL) allocates funds to the local CETA prime sponsor to administer job skills training programs within their respective geographical boundaries and DOL regulations. The CETA funds allocated for CDA training are provided for under DOL's Title II, Band C: Adult Training.

In response to the local prime sponsor's request for proposals from educational institutions, Shaw developed a proposal for CETA/CDA training as a two-year job skills training program that would ultimately lead to credentialing and unsubsidized employment. Beginning in the fall of 1976, Shaw received its first subcontract from Raleigh CETA to provide CDA training. Despite the fact that the CETA/CDA program is a two-year program, subcontracts are reapplied for and reissued annually.

With continued funding from ACYF, Shaw combined the CETA and ACYF funds to develop and implement the Shaw CDA training approach. By combining the two funding sources we were able to offer CDA training to Head Start programs and non-Head Start programs for professional career training of unskilled and unemployed interns as well as for the development of a stabilized professional staff. The basic difference between the ACYF component which provides for Head Start personnel's training and the CETA component is that the Head Start personnel are experienced, employed personnel and the CETA clients are inexperienced and unemployed. Therefore, our training system is an inservice training approach for Head Start personnel and a preservice-inservice approach for CETA. Both approaches adhere to ACYF guidelines for training. The integrated preservice-inservice model designed for CETA has unique features but shares some commonality with the ACYF inservice model for Head Start. Both models adhere to ACYF six Criteria for CDA training and the overarching objectives which relate to status and advancement in the early childhood education profession. These objectives, as stated in what is commonly referred to as "the Green Book," provide the basis for the CETA/CDA training model:

1. Acquisition of the CDA Role

   Helping interns develop positive concepts of their own work roles, interrelationships with parents, program directors, medical and social workers, other staff members, and community groups; and to examine the expectations held for them by others.

2. Development of Teaching Style

   Helping interns understand and refine their own interpersonal styles in relating to children, parents, colleagues and others.

3. Acquisition of Teaching Techniques

   Helping interns acquire specific techniques and skills in working with children in classrooms and other group settings.

4. Socialization into the Profession

Helping interns acquire a broad background in the field of early childhood education and the social issues associated with programs for young children. Helping interns acquire a professional self-image, commitment to the field, and a sense of involvement in professional groups and activities.

Added to these objectives are the acquisition and demonstration of the CDA Competencies and DOL's objective, unsubsidized job placement.

In order to meet these objectives, Shaw established admission criteria, a selection and screening process, and a delivery system. To be eligible for Shaw CDA training, one must:

- be a recipient of a high school diploma or equivalency;
- be at least eighteen years of age;
- express a sincere interest in working with children ages two to five;
- have a health examination and results positive for working in preschool centers (i.e., recent tuberculin skin test);
- have never been convicted of child abuse or child related criminal offenses;
- demonstrate adequate oral and written communicative skills (reading, grammar, diction, spelling, etc.).

Based upon these criteria Raleigh CETA, through its intake unit, assesses CETA applicants who meet the CETA eligibility formula and the Shaw criteria, and then refers applicants to the Shaw CDA program for further screening and selection process. Personal interviews are conducted at Shaw for the prospective CETA/CDA participants. During the interview process, the CDA staff seeks to ascertain the applicant's genuine interest in child care, the attitude toward training and professional goals, as well as any factors that may impede the training objectives (i.e., limiting physical conditions, specific learning disabilities). For any CETA applicant rejected, Shaw must submit written documentation to the prime sponsor indicating the reason for rejection. Upon written approval from the Shaw CDA program, CETA officially notifies the CETA participants and Shaw officially admits them into the CDA program.

CETA Delivery System

Since the CETA/CDA participants are unemployed and have no accessibility to work in a child care setting, the CDA staff selects training sites throughout the City of Raleigh where CETA/CDA interns can gain the practical-theoretical experiences necessary for CDA training. These training sites are selected on the basis of the availability of quality educational opportunities. Additionally, they must be a nonprofit agency, have North Carolina day care licensure, be located within the Raleigh city limits, and indicate a willingness to support and participate in the training and job placement goals. The Shaw CDA staff have conferences with center directors, and potential field supervisors. They conduct center staff workshops to ensure the maximum availability of knowledge prior to intern placement at the center site. Resulting from the personal contact with respective center personnel, placement sites are determined for each CETA/ CDA intern.

Contracts are developed to ensure and reinforce the understandings developed between the CDA staff and the center site, field site, and field supervisor. The contracts delineate each party's responsibility to the training of the CETA/CDA participant. Work schedules are devised that ensure each CETA/CDA intern has an opportunity to work in the mornings and early afternoons, enabling interns to attend classes in the late afternoon and evening. Through the cooperative training efforts of center site staff and the Shaw CDA staff, valuable reinforcement learning activities, feedback, and provisions for input into the preservice training of a prospective employee are realized, as well as the opportunity to become proficient in the CDA Competencies and in ways of incorporating them into one's individual program.

The CETA/CDA intern's program begins with a two-week orientation session at Shaw University. The orientation includes an introduction to the CDA concept, Shaw CDA and CETA policies, child development philosophies related to the initial training activities, and field visits to participating center sites. At the culmination of orientation, CETA/CDA interns are assigned to the center site for field experiences to their field supervisors, and they are enrolled in the appropriate CDA class. The CETA/CDA intern training time allotted by Raleigh CETA is 30 hours per week for which CETA pays minimum wages, child care, and travel expenses. The training time is divided into two categories: 6 hours of theoretical classroom training and 24 hours of supervised practical training at the respective center sites. A weekly accounting of actual training time spent by each CETA/CDA intern is maintained by the center site director and the Shaw classroom instructors. The Shaw CDA program is responsible for verification of time and the submission of time sheets to the prime sponsor each pay period.

1. Individualization:

   Upon entry into the Shaw CDA training program, consideration is given to each intern's previous work and academic experience. Initial field observations are conducted to appraise specific areas of strengths and of needs related to the 13 Functional Areas. From this observation and subsequent observations, conferences are held with each intern. A training plan is developed based upon the individual's needs. Periodic evaluations are made and individual conferences are held to discuss observations and related academic/field assignments.

2. Flexible Scheduling:

   Beyond the two year maximum imposed by CETA, there is no set period of time for completing the training program. Training varies from individual to individual. Assignments and due dates, both field and academic, are made with input from interns.

3. Integration of Field and Academic Experiences:

   Communication between field supervisors and academic instructor is maintained to coordinate both experiences. Field-related needs may be the focus of an academic (class) experience (i.e., film, panel discussion, lecture). Ideas gained from academic experiences may be tested in the field.

4. Supervised Field Experiences:

   Scheduled and unscheduled visits to center sites are made to observe each intern. Written observations and conferences are an integral component. Field supervisors may demonstrate activities or techniques at the center site for interns. Supervising teachers evaluate interns monthly and that evaluation, combined with the field supervisor's report, serves as a basis for monthly conferences with center directors to discuss intern's progress.

5. Award Valid Credit:

   The six CDA Competency Areas are correlated with education courses offered within the Division of Teacher Education's curriculum. Course credit is earned within the defined course-competency-related curriculum. However, transcripts are awarded only upon the completion of the program.

6. Training Based on the Competencies:

   Focused field observations are based upon the 6 CDA Competency and 13 Functional Areas. Academic course offerings are related to the competency areas. Curriculum materials are based on the competency areas.

Curriculum and Materials

The CDA staff have developed and utilize a variety of curricular materials which include CDA courses, syllabi, modules, parent representative training materials, and a portfolio development guide to enhance the training efforts of preparing competent preschool teachers. Much of our curricula are devised on an individual needs basis, therefore, curriculum revision and development continues as an ongoing activity.

Summary

The goal of the Shaw University CDA Program is to ensure better futures for young children through increased numbers of competent teachers. Our program has resulted in providing significant professional growth and development of child care personnel throughout the City of Raleigh and has increased awareness in the area of the significance of high-quality child care. Fifteen CETA/CDA interns will be joining the ranks of the 17 CDAs who are credentialed and job-placed through our training efforts this academic year.

Washington's STATO Approach

Ruth Benoliel, CDA Project Director
Washington State Technical Assistance and Training Office
University of Washington,
Seattle, Washington

The Washington Head Start State Technical Assistance and Training Office (STATO) at the University of Washington has delivered HSST/CDA training since 1974 to Head Start grantees outside King County. (The grantee for King County is a consortium of the City of Seattle and King County; it is direct funded.) The contract to provide training and technical assistance and HSST/CDA training is awarded by the Region X office of the Administration for Children, Youth, and Families (ACYF) to the University of Washington, College of Education. As a part of the contract, 10 percent of the STATO executive director's time is devoted to the CDA training effort; 85 percent of the CDA project director's time is spent in program management and training.

The State of Washington's community college system is the chosen delivery mechanism for CDA training. Upon request from a Head Start agency, a subcontract for training is developed with the community college in the geographic area where the Head Start program is located.

The opportunity for CDA training is available to the 22 grantees served by the STATO contract. This program year, 15 Head Start agencies and 13 community colleges are involved in CDA training. This training delivery method was chosen with several long-range objectives as a focus: 1) to encourage and facilitate the incorporation of the CDA Competencies into the early childhood/parent education programs available through the community colleges, and 2) to enhance the development of a team relationship between the Head Start program and the community college faculty. In the past six years, these two objectives have been realized.

The system for providing the CDA training is developed in a way to meet the CDA Training Criteria outlined by the National ACYF office. To understand the system, consider CDA training in three parts: initial appraisal; ongoing training; and summative assessment.

Initial Appraisal

Selection of CDA Trainees

STATO sets guidelines:

- Applicant must be a classroom staff person. First option is available to the teacher who has primary responsibility for directing the daily activities of children.
- Applicant must have passed the agency employment probationary period. First preference is available to the staff members who have been in Head Start employment for a length of time.
- Applicant must signify a desire to enroll for CDA training.

STATO outlines the application process: 1) Staff submit background information form to the Head Start director or education coordinator. 2) Education coordinator sends copy of staff member's form to STATO following approval by agency director. 3) Head Start director delegates supervision time of the education coordinator to participate in the initial appraisal/training plan development.

Development of Community College Subcontracts

STATO negotiates contract with local community college for specified time from CDA college instructor for delivery of the course, "Orientation to CDA and Preappraisal" which follows a curriculum guide. In addition, time is specified for coordination between the CDA college instructor and the Head Start education coordinator and Department faculty members. The contract also describes STATO-provided training to be delivered. STATO orients Head Start agency to its obligation through STATO-provided training; through scheduled meetings of college, agency, and STATO personnel; through agency involvement with college personnel in the selection of a CDA college instructor (when possible); and through active involvement in the "Orientation to CDA and Preappraisal" course.

Course Content

When the Head Start staff member enrolls in the college "Orientation to CDA and Preappraisal" course, that person: attends seminars which focus on understanding the Functional Areas and the CDA assessment process; prepares material to document competence and verbally explains how it documents competence; is observed by the CDA college instructor and the education coordinator; works as a participant on her/his appraisal; begins recording in "Personal Qualities Record Book"; and assumes a team-member role in the development of individual training plans with the CDA college instructor and the education coordinator.

Commitment to Train Toward the Final CDA Assessment

Commitment to continue in the CDA training program is made by the Head Start staff member after the individual training plan is completed. The staff member makes the commitment with an understanding of the CDA concept and with award of the credential as a goal. The staff person may also elect to not continue. Contractual understanding with staff member, Head Start agency, and STATO that the staff member will begin ongoing CDA training is agreed upon through formal registration as a CDA intern. STATO then budgets funds to continue the specific Head Start staff member in ongoing CDA training. The Head Start agency allocates time for the education coordinator to carry out role responsibilities in relationship to CDA. This time commitment averages one hour per week per CDA trainee.

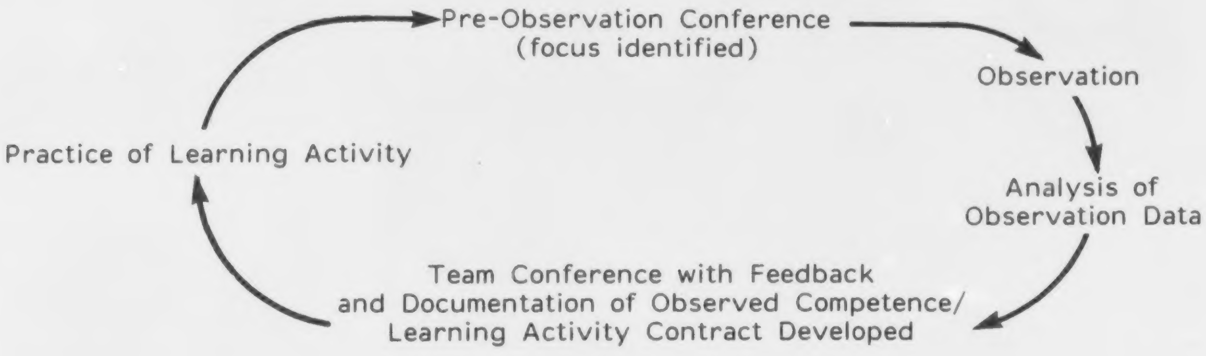
Ongoing CDA Training

Academic Training

The intern participates in courses, workshops, and inservice training; for example, the intern enrolls in a course when the content meets the training need, selects cluster workshop sessions which address a topic where there is a training need, or visits other classrooms to observe and talk with skilled teachers.

Ongoing Focused Observation/ Conference

Observation and feedback conferences are focused on a previously identified CDA Functional Area. The diagram below illustrates the observation cycle:


Pre-Observation Conference
(focus identified)
Observation
Analysis of Observation Data
Team Conference with Feedback and Documentation of Observed Competence/ Learning Activity Contract Developed
Practice of Learning Activity

Several aspects of the observation cycle should be noted. Observations are arranged prior to their occurrence. The focus of an observation is on a specific CDA Functional Area. Data recorded by the supervisor regarding the observation is given to the intern. The subsequently outlined learning activity is a planned set of experiences which will encourage the integration of theory and practice into the work settings. The focus of the next observation cycle is on the skill gained through the previously agreed upon learning activity.

When the supervisor and intern decide that competence is reached in a CDA Functional Area, they identify the next area upon which to focus. The community college awards practicum credits for the onsite observations, conferences, seminars, and continuing on-the-job work experience.

Portfolio Development

Portfolio preparation is an ongoing activity. Interns gather documentation of early childhood/child development training and courses taken. They write biographical sketches which include their personal philosophy on early childhood education. Their portfolios reflect their personal capacities. Initial appraisal and ongoing observation records may be included as a part of the portfolio.

Enrollment in Independent Study Courses

After the intern makes application for final assessment and is accepted by the national Consortium, the intern (now CDA candidate) registers with the community college for Independent Study credit instead of Practicum credit. The focus of the onsite observation/conferencing by the CDA college instructor now begins to center on evaluation of documented competence in the portfolio. Portfolio entries in each Functional Area are reviewed with the candidate. Seminar sessions strengthen portfolio preparation.

Summative Assessment

Interns decide when they are ready for the summative (final) assessment. Application to the CDA Consortium for assessment is the responsibility of the CDA intern. However, the CDA instructor supports the intern in applying for final assessment when the intern's performance reflects competence in the classroom. Orientation to the final assessment process is included as a part of the initial course. The involvement of the agency education coordinator in the initial appraisal process alerts the coordinator to the CDA Candidate's professional growth. If asked to do so by the CDA Candidate, the education coordinator can also serve as the Advisor on the LAT.

Head Start staff enrolled for STATO-funded training must begin with the "Orientation to CDA and Preappraisal" credit course. The staff member may decide to proceed directly to final assessment; if so, she or he does so with knowledge of the process.

The goal of the CDA program is quality care for children through increased competence of the staff. Though the focus is on specific classroom staff, CDA training is an avenue which affects the total child care program. The CDA concept can meet the challenge of improved programs for young children when that concept becomes an integral part of the child development program. Planning inservice training to include the CDA Competencies, incorporating indicators of competence into the staff evaluation process, patterning staff supervision after the CDA team relationship, and recognizing the CDA credential in the agency personnel hiring policies are support mechanisms which address the central theme of program quality.

To stimulate increased initiative in incorporating the CDA concept and training into agency planning, STATO has developed a pilot program with some Head Start agencies to transfer responsibility for CDA to the local level. The agencies identify (1) the CDA interns continuing in training; (2) staff eligible and desirous of enrolling in the "Orientation to CDA and Preappraisal" course; and (3) potentially eligible classroom staff who either have not completed the agency probationary period or are teacher assistants/aides in the program and are in the third priority position of eligibility. Using this list of agency personnel to be considered for CDA training, STATO identifies an allocation of CDA funds for the agency to function within as they work out an agreement with the community college for observing/conferencing and onsite seminars with college credit and for college courses when suited to the training need of the individual CDA intern. Upon completing this negotiation, the agency notifies STATO of the agreement details and STATO contracts with the community college for delivery of the service for which the agency has negotiated. Upon delivery of the service, payment is made by the STATO Office using the funds allocated for CDA training.

The pilot program is initiated in agencies where STATO has worked with the Head Start agency administrative staff and the community college in contracting for CDA training, and it is perceived that there is a knowledge of the characteristics of CDA training and an understanding of the uniqueness of the team relationship between the intern and field supervisor.

STATO provides the following services to each of the subcontractors to give quality assurance across all CDA training in its purview:

- Orientation training for all new CDA instructors and education coordinators;
- Mid-year training for all CDA instructors and education coordinators;
- Observation of all CDA instructors (at least once during the school year) in an onsite observation/conference with one of their CDA interns; and
- Collection and analysis of survey data obtained from Head Start administrative staff, CDA college instructors, CDA interns and credentialed CDAs involved in all CDA training during FY '80.

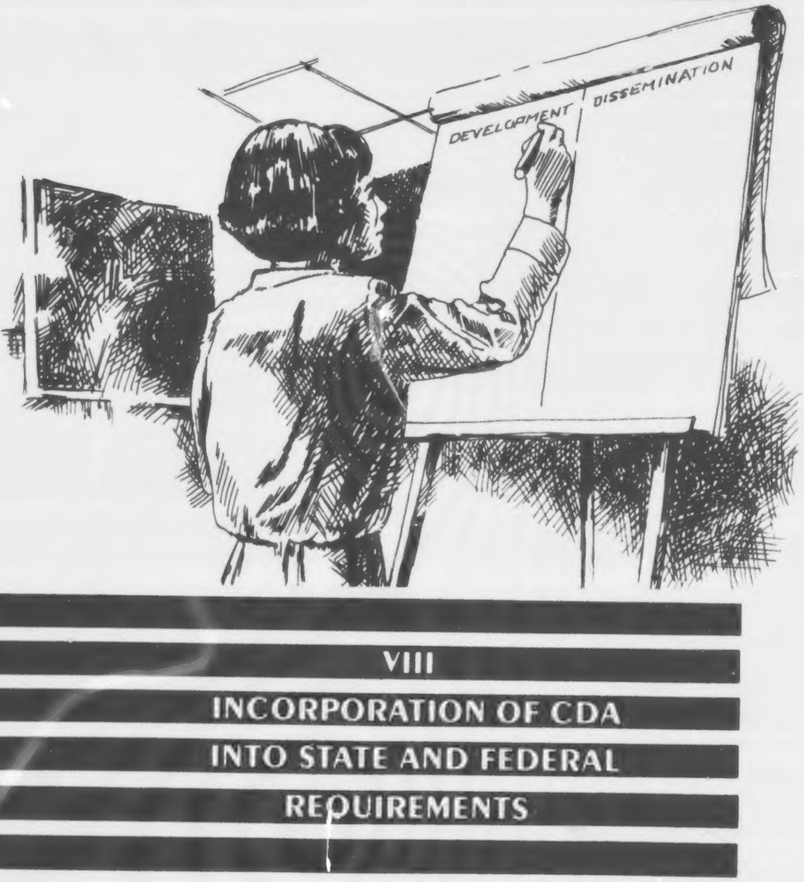
A concerted CDA communication and orientation effort is made by STATO, both within and between institutions and agencies. Training and orientation materials have been developed and purchased. These are made available to the community colleges, CDA field supervisors, Head Start staff, and parents. An audiovisual slide/tape presentation, CDA Training Through STATO, outlines the CDA training process, including its relationship to assessment for award of the CDA credential. Washington STATO provides technical assistance, materials and a training-of-trainers program for the college instructors in 15 community colleges and to Head Start agency education coordinators in 22 grantee programs. College instructors are paid professional fees for the delivery of training as well as honorariums and per diem expenses to take part in STATO training. College decisionmakers are involved in contractual negotiations.

A newsletter, edited by a CDA, is sponsored by STATO to stimulate communication among CDAs. STATO invites all credentialed CDAs, employed in Head Start agencies where STATO provides training, to attend the State early childhood conference. Registration, travel, and per diem expenses are funded by STATO. These activities are part of STATO's efforts to help in the professionalization of the CDA concept.

A number of team relationships characterize the Washington STATO model. These have been expanded and strengthened since CDA training was implemented in 1974. First, there is the administrative team relationship among STATO, the institution, and the agency in which each team member shares part of the overall training responsibility. In addition there is the three-member training team made up of the college instructor, the agency education coordinator, and the intern.

Expansion of the team relationship to the wider community is illustrated by the following examples: Registration in the "Orientation to CDA and Preappraisal" course is open to community members working in child care. A small state vocational grant has been made available to specific community colleges to write curriculum guides that focus on and incorporate the CDA Competencies. The Department of Social and Health Services has used Title XX money to provide, on a pilot scale, CDA training for day care staff through the community college system. Recognition of the CDA credential was written into day care licensing requirements in 1975.

Knowledge about the Child Development Associate program and enthusiasm for the CDA concept and process is a part of the state early childhood profession. The expertise and dedication of the CDA Consortium Representatives and the variety and status of the institutions they represent has assisted in the incorporation of CDA into the early childhood profession. The STATO approach to CDA training has facilitated a climate for cooperation and coordination.



VIII

INCORPORATION OF CDA INTO STATE AND FEDERAL REQUIREMENTS

Research on Competence and Career Development: Implications for CDA*

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Although the purpose of my talk is to share with you my research on the CDA Credential, my presentation will not take the form of a formal research report. At a later time you may want to review the particular methodologies and findings which are usually considered the "results" of a study. The questions you will hear discussed now are the real "results" of my explorations over the last two years.

As part of a larger research effort in the National Institute of Education on the validity of testing as it relates to educational and employment equity, the project on the CDA credential focused on two questions. Inherent in these questions are some major limitations on research that attempt to describe a living real world system like the CDA assessment. The questions are as follows:

(1) Validity: does the CDA assessment identify competence? In what way are people who have the CDA competent? It may be inappropriate to measure their competence relative to that of others employed in child care, because many competent people may not yet have been assessed.

(2) Does the CDA credential benefit the careers of people who earn it? In what ways are the careers of CDAs different from the careers of other child care staff? This area of questioning may lead to faulty conclusions about the validity of the CDA, because CDAs may be unique in ways which have nothing to do with work performance; their willingness to be assessed, for example.

For obvious ethical and practical reasons, it was not possible to take a group of child care staff, put them through the assessment, and then try to understand why some passed and some failed. In addition, while this approach would allow experimental control of variables, it would in no way be representative of the way the assessment operates to measure competence in the real world.

Instead, a group of CDAs was compared with a group of noncredentialed child care staff. Care was taken to make the groups as similar as possible in age, education, ethnicity, and geography so that appropriate inferences could be made about differences between the two groups. Where systematic differences appeared in the data (for example, the credentialed group tended to be older, to have more education, and to be employed in Head Start), statistical controls were used to compensate for sampling biases. All subjects were women, because sex appears to be a very crucial variable in career development patterns.

The subjects contributed a tremendous volume of information to the study by completing a lengthy written test, by participating in an initial and a followup interview, and by being rated on their performance by their job supervisor. Additional information on the CDA subjects came from the files of the CDA Consortium.

The subjects' participation in the research was crucial, but many others contributed through their informal interactions with the research. Many of the ideas you will hear today came from my interactions with the Consortium, officials in State and Federal child care agencies, and other NIE researchers.

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*Copyright © 1979 by Willa Bowman Pettygrove. The research reported in this article was supported by the National Institute of Education (Grant No. NIE G-78-0003) and by the Iowa State University Home Economics Research Institute.

Findings on Validity and Reliability:

(Strengths of the CDA assessment are also sources of limitation on its feasibility and on research about it.)

If the outcomes of court challenges to testing can be used as a measure, the CDA assessment at least meets and probably exceeds expectations for content validity. By involving diverse groups of experts at an early stage in the definition of competencies, the Consortium assured that the universe of possible content about caregiver competence was sampled. In addition, each assessment meeting adds to content validity by asking for a specific definition of competence from representatives of four different areas of expertise which are represented in the membership of the Local Assessment Team.

The Abt national day care study also supported the content validity of the CDA credentialing process. Its findings showed a positive relationship between a checklist based on the CDA Functional Areas and desired child outcomes in programs./1/ In every sense, the content of the assessment criteria appear to fit the competencies needed for child care.

Another aspect of CDA content validity which is not immediately obvious when one reviews the Functional Areas and assessment procedure comes from Lillian Katz's idea of the "Principle of Congruity"./2/ An assumption of the CDA assessment process is that individuals are rich sources of information about their own performance. By involving them at every step of the process up to the final decision on competence, the assessment seems designed to treat adults as the profession expects to treat children. The development of competence is the central objective; there is latitude for individual differences in style, motivation, readiness, and experience. This is an aspect of content validity, because the assessment seems designed to be congruous with developmental principles. There is little evidence as yet, however, that the principles are respected every time the assessment is practiced.

Clearly, the assessment seems designed to measure what it claims to measure. Does it operate in a fair and accurate manner when used to evaluate child care staff?

Rigorous empirical estimates of validity are hard to come by. A test with excellent content may not measure what it is designed to measure because of weaknesses in the administration format or in interpretation of test results.

Hoyt,/3/ for example, has noted that very innovative competence-based assessment techniques tend to have poor records in reliability and validity. Reliability problems are probably due in part to the lack of appropriate statistical techniques. Sometimes it seems we are trying to measure an egg with a straight ruler. But poor validity and reliability also come from the fact that competence measures tend to be taken in the field, by people who are not measurement experts, on the basis of criteria which cannot be defined with great specificity.

The results from my first year data on validity of the CDA assessment are encouraging. CDA subjects performed significantly better on two subscores of a written competence-related test even when differences in education and ethnicity were controlled. The two subscores were for competency I, "Establish and maintain a safe and healthy learning environment," and competency V, "Brings about optimal coordination of home and center child rearing practices and expectations." These differences are noteworthy, because the design did not eliminate competent people from the non-CDA group. There appears to be some relationship between having a CDA and ability to answer questions about desirable child care practices.

The first year's results on reliability (a test's consistency in rating) were at least in the workable range. Although they indicate room for improvement they are of a magnitude to suggest that the assessment already is performing with some consistency. Using 9 different ratings of CDA candidates on the 13 Functional Areas, pre and post meeting ratings from the 4 LAT members, plus a job supervisor's ratings, average Spearman Brown correlations ranged from .68 to .82. It should be emphasized that these are estimates of agreement between raters who are chosen to represent different points of view (parent/community representative, advisor, consortium representative, and candidate). Their judgments are based on the interpretations of the 13 Functional Areas, which must function only as general criteria. However, some of the judgments were recorded after the LAT meeting, so they are not entirely independent ratings.

In the process of trying to understand and evaluate the CDA as a measurement method, I have come to a new way of looking at validity. This concept, which I call pragmatic validity,/4/ allows for consideration of some issues which would not fit under existing validity concepts.

A test can be viewed as a system in which information about an individual is fed into a test and judgements are made in prescribed systematic ways. The result (or output) of the system is some action regarding the individual: prescription of learning activities, placement in a job, credential award, et cetera. It is helpful to think of the test as a system because this allows the inclusion of real world elements which affect test results. For example, if a test is very expensive, some persons who might benefit from passing it will not, because they cannot afford to take it. Similarly, an employer who misinterprets the purpose of a test may make inappropriate job placements on the basis of test scores. These are examples of an otherwise valid test having poor pragmatic validity.

Pragmatic validity is a particular concern with the CDA assessment, because of its very innovative design and because it is operating in an occupational area with a very undefined future. Add to the complexity and expense of the assessment the variability in state licensing standards, child care programs, training resources, and worker characteristics; there are many points of potential difficulty from the point when a caregiver decides she is competent and attempts the assessment, to the point when she is employed as a CDA and her program is licensed.

On the positive side are several indications of pragmatic validity in the CDA assessment. A key finding is that CDAs express heightened self-perceptions of competence. These have been reported to me informally by many CDAs and their employers, and are confirmed by the finding that CDA subjects were significantly more in agreement that they are career women. CDA subjects more frequently report plans for further child care related education, and a child care related career goal, and other indicators of a careerist attitude toward their work.

The second year data analysis will explore this issue further by comparing CDA and non CDA groups on their perceptions of control over aspects of the work environment. According to Robert White,/5/ one outcome of competence should be motivation for more effective action on the environment. There is evidence to suggest that the assessment itself may promote competence by providing an efficacy experience.

Another aspect of pragmatic validity may be the way the CDA fits with career and family patterns. CDA subjects in our study seem to be in a different career pattern which meshes career and family responsibilities. They tend to be older, to have more children, and to have had education during rather than prior to employment.

CDAs were significantly more in agreement with the statement, "My child rearing ideas have changed as a result of my working." Helen Raikes has argued that these findings, coupled with the role of the parent/community representative in the assessment, suggest the potential for lateral diffusion of competence from the CDA through parents in the child care center to others in the community./6/ This is an interesting idea which merits further investigation.

To balance these possible positive outcomes, one should note the pragmatic problems with administration and delivery

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of the assessment system. From the point of view of child care staff, the novelty of this system and some of its features are prohibitive. It came as no surprise to me that significantly more of the CDA group in my study were employed in Head Start. Relative to other child care programs, Head Start has had heavy education efforts to tell staff what CDA is and how the CDA assessment works. Head Start staff have had support through training resources, including help in locating appropriate LAT members.

In addition to studying practical problems in getting assessed, I am concerned with features of the assessment which may select for something besides competence. Specifically, do some otherwise competent individuals avoid the assessment because of their apprehensions about being observed, writing a portfolio, et cetera? Are these assessment features relevant to the 13 Functional Areas as written, or do they comprise a fourteenth, implicit competency? Much of the second year's data relates to possible access and procedural aspects of the assessment.

When the CDA and non-CDA subjects' child care earnings were compared, there was no significant difference between groups. This absence of difference is another concern for pragmatic validity, for wages relate directly to the perceived value of a worker in a given occupation. There was a significant main effect in our data for educational level; this finding suggests that employment policies continue to value education more than evidence of competence. At the same time it suggests that CDAs are experiencing little career development as a result of their achievement. From preliminary analyses of followup data this year, it appears that CDAs are no more likely than non CDAs to experience either promotions, or merit and promotion-related pay increases, more than one year after credentialing.

Anecdotal evidence from many subjects and other CDAs is in accord with these findings, while suggesting a paradox; some employers see the CDA as a qualification for promotion out of direct child care and into an administrative or training position. Although contrary to the basic philosophy of competency-based assessment, such promotions may be the employer's only way of rewarding credential achievement when pay increments are tied to education or experience. On the other hand, they may indicate a misunderstanding by employers of the purpose of the CDA credential.

Summary

I would like to emphasize a few points as a way of summary. First, what seem to me to be some big ideas and big questions have come from a small study: from just 180 women working in childcare in 10 midwestern states. In addition, the strong bias in the CDA sample toward Head Start employment seriously complicates inferences about the results. I know many things about the women in the study, and statistics allow some generalizations, but the study is still exploratory. More information from other regions and on general aspects of competency-based credentialing should be sifted together with the data from both years of this study before conclusions are made.

Having cautioned you about the limitations of my research base, let me restate the issues.

1. Reliability and validity: The findings from my study suggest that acceptable reliability and validity in the CDA assessment are quite feasible, even within the limitations imposed by the novel procedures used in the assessment. Some analyses of second year data will focus on particular ways in which reliability might be improved.

   There is still need for research to demonstrate validity in terms of that outcome we all are concerned about--the quality of the young child's group experience. Are those competencies measured

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by the CDA assessment exhibited after assessment in the continued practice of child care? What factors in the work environment assure that credentialed competence means good care for children? These questions cannot be answered by my data, and they are very important questions.

2. Pragmatic validity: Competency-based assessments are designed to be fair and functional. Therefore, problems in access to credentialing and in interpretation of the assessments' purpose are crucial. I am concerned about those staff who would like to achieve the credential but who lack the support of special CDA training projects to explain procedural aspects and help locate resources. I am also concerned about CDAs who find that the credential results in little or no improvements in career status. Perhaps potential employers should be targeted as an audience for information on the meaning and purpose of the CDA credential.

3. The CDA's "fit" with other policy on child care: My data seem to describe a group of women for whom attainment of the CDA credential is part of an integrated pattern of career, education, and family development. This pattern would be particularly familiar to those of us who have worked closely with Head Start. To what extent can we expect to see this pattern generalized to other child care staff? Can we expect broad implementation of the CDA where this pattern or a similarly integrated and supportive pattern does not exist?

I think proponents of the competency-based training/credentialing approach need to be sensitive to the possibility that it may not be workable for all individuals or all programs in child care. Further, while CDA may be an answer, it is not the answer to quality child care. I do not feel the full responsibility for quality care should be placed on the performance of one adult who works with children, although that person is very important. The CDA credential should be considered as one strategy within a broader child care policy that includes adequate program funding, training for staff in all components, performance standards and incentives, and supports for the families who are our clients in child care.

Footnotes

1. A. Smith, "Implications for CDA: National Day Care Study," Paper presented at CDA Day, NAEYC National Meeting, Atlanta, November 1979.

2. L. Katz, "Challenges to Early Childhood Educators," Young Children (May 1977), pp. 4-10.

3. D. Hoyt, "Competence as a Basis for Credit and Credentialing," in J.W. Miller and O. Miles, Credentialing Educational Accomplishment (Washington, D.C., American Council on Education, 1978).

4. W.B. Pettygrove, "Validity and Reliability of a Competency-Based Assessment of Child Care Staff," Paper presented at the annual meeting of AERA, San Francisco, April 1979.

5. R.W. White, "Motivation Reconsidered: The Concept of Competence," Psychological Review, Vol. 66 (1959), pp. 297-333.

6. W.B. Pettygrove and H. Raikes, "Identifying Competence in Child Care Staff," Paper presented at annual study conference of ACEI, St. Louis, April 1979.

Applicability of CDA for Home-Based Programs

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The Head Start Home Start Training Center Network has been working on adapting and adopting the CDA credential for home visitors. Our work began in January 1978. The first step was to define home visitor competencies and then compare these to the existing CDA Competencies for center-based programs. Two small-group clusters were organized and sought the input of home visitors, CDA training institutions, CDA Consortium staff, ACYF staff, and Home Start Training Center staff. The results were quite similar from the two cluster groups.

The consensus of the clusters was that the areas covered by the existing CDA Competencies are of central importance to the home visitor CDA, but that the focus of delivery is quite different. By that I mean that the home visitor is teaching parents to become the best teachers of their children. Therefore, the home visitor must be able to demonstrate competence in these areas as well as teach parents to become skilled in these areas. In order to accomplish this, the clusters felt the home visitor must possess additional skills in the areas of (1) teaching and communicating with adults, (2) planning and implementing a parent education program, and (3) identifying and utilizing community resources.

The second step was to present this information to a broader interest task force convened by the CDA Consortium. Members of the Home Start Training Centers were represented on this task force as well as members of the following groups: home visitors from Head Start and other programs, home visitor trainers, academicians, and administrators.

The results of the CDA task force were compiled and presented to the Home Start Training Centers. The HSTC's took the products of both groups and developed a list of competencies which incorporated the work of both groups. The six Competencies from the present CDA remain basically the same with modifications to accommodate the differences in program delivery. They read as follows:

Competency I

The home visitor assists parents to set up and maintain a safe and healthy learning environment for their children. Functional Areas:

1) Safety
2) Health
3) Nutrition
4) Learning Environment

The Functional Area of nutrition was added because of the importance it plays in child development and in light of the Home Start evaluation findings which indicated a need for a strong nutrition component in Home Start programs.

Competency II

The home visitor assists parents to advance the physical and intellectual competence of their children. Functional Areas:

5) Physical
6) Cognitive
7) Language
8) Creative

Competency III

The home visitor assists parents to build positive self-concept and individual strength of their children. Functional Areas:

9) Self-Concept
10) Individual Strength

Competency IV

The home visitor assists parents to provide opportunities for positive interaction of children and adults in a group and within the family. Functional Areas:

11) Social
12) Behavior Guidance

Competency V

The home visitor encourages parent participation in program activities and encourages adult interaction. Functional Area:

13) Parent/Program

Competency VI

The home visitor carries out responsibilities necessary to meet the program goals. Functional Area:

14) Staff

Two additional competencies were added:

Competency VII

The home visitor teaches adults in the home to facilitate learning and communication with their young chidren. Functional Areas:

15) Adult Education
16) Communication/Interaction

Competency VIII

The home visitor establishes and assists parents in the assessment, planning and implementation process. Functional Areas:

17) Assess
18) Plan
19) Implement

These 8 Competencies and 19 Functional Areas have been submitted to the National ACYF Office by the Home Start Training Centers. It is expected that they will be reviewed and mailed to a larger Head Start and child development audience for review and comment.

The Home Start Training Centers have also discussed the training and assessment process for the Home Visitor CDA credential and have tentatively proposed the following system:

Step I: Pre-Conference Orientation to the Competencies and Functional Areas. This conference would include:

1) Candidate
2) Trainer
3) One of the following individuals: Supervisor, Director, or Education Coordinator

An orientation booklet would be presented which would outline the process of obtaining the Credential.

Step II: Self Appraisal and Trainer Evaluation Process. Here each trainee's entry competency level is appraised by the trainer and by the trainee using a competency checklist and observation guide.

Step III: Post-Conference. Here the trainee and trainer review the entry level competencies, determine areas of need, and develop an individualized training plan with a series of modules designed to build the trainee's competency level. It is recommended that each training module follow the model of learn/apply/evaluate within a flexible time frame.

Step IV: Trainee and trainer agree on level of competence in all competency areas after completion of appropriate modules.

Step V: Assessment by an outside source.

It is recommended that, when a trainee is assessed, the outside representative make more than one home visit, and review the records to get an overall picture of the program for that family.

There has also been much discussion concerning how an individual with a center-based CDA credential could get a home-based CDA credential. The Home Start Training Centers have recommended that any person applying for the credential have one year's experience in a home-based child development program. Those persons with an existing CDA credential could present evidence of competence in existing areas during the self-appraisal conference and then complete modules to develop competence in areas of need.

As indicated, much has been accomplished in the development of the Home Visitor CDA Competencies, though decisions remain to be made. The Home Start Training Center will continue to support and work toward the establishment of the Home Visitor CDA credential, the initiation of the credentialing process, and the provision of training for home-based programs.

Training for Baltimore City Head Start Home-Based Staff

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Because of the expansion effort of the Baltimore City Head Start programs, it was felt that systematic, intensive, ongoing training should be provided to meet the needs of the home-based staff. Of the total programs in Baltimore City, there are 43 staff persons in the home-based programs. Of those, 38 are home visitors and 5 are supervisors.

Training delivery is proposed for 9 monthly all-day training sessions for the entire 43 staff members. Weekly training will be provided for a select group of 20 persons.

Training content will be based on the development of the CDA Competencies and the CDA-HV credential. The competencies, once delineated, will be analyzed in terms of (1) attitudes, (2) skills, and (3) knowledge.

Videotaping will be used extensively as a major training tool. The tapes will become a basis for ongoing appraisals. Once a month a videotape of a home visit will be conducted.

One training coordinator and four trainers will work with special consultants in the all-day staff training sessions.

The training approach will be individualized according to the skills of the home visitor. Training will focus on needed skill areas. The style and rate of learning will depend on the individual.

A team approach between the trainer and trainee will be featured throughout. Staff members who receive one-to-one intensive competency-based training will become trainers of other staff members after they become competent themselves.

Due to the competency-based nature of the program, modules for each competency area are to be featured in the curriculum design.

Key features of the training methodology include the following:

(1) The training is based on the CDA-HV Competencies and leads to their acquisition.

(2) Fifty percent or more of the total training time will be supervised field experiences.

(3) Academic and field work will be an integrated set of experiences.

(4) Individualized training will be in accord with each person's acquisition of the competencies.

(5) The training will be flexibly scheduled so that entry and exit from the training can take place at any time.

(6) Valid credit from colleges is to be worked through at a later date.

State-Wide Coordination of CDA Training

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In January 1973, the Texas Department of Community Affairs, Office of Early Childhood Development, sought counsel from administrators of five State agencies regarding the newly established CDA concept. With the advice and support of these agencies--the Texas Department of Human Resources, the Texas Department of Mental Health and Mental Retardation, the Coordinating Board of the Texas College and University System, the Texas Education Agency, and the Regional Office of Child Development--five CDA training programs at seven Texas colleges and universities. These programs, operated with State funds, followed the national CDA training program guidelines.

Thus began a multi-agency approach to promoting CDA in Texas. The result has been the credentialing of over 600 day care personnel in the State, approximately 11 percent of all CDA's in the country.

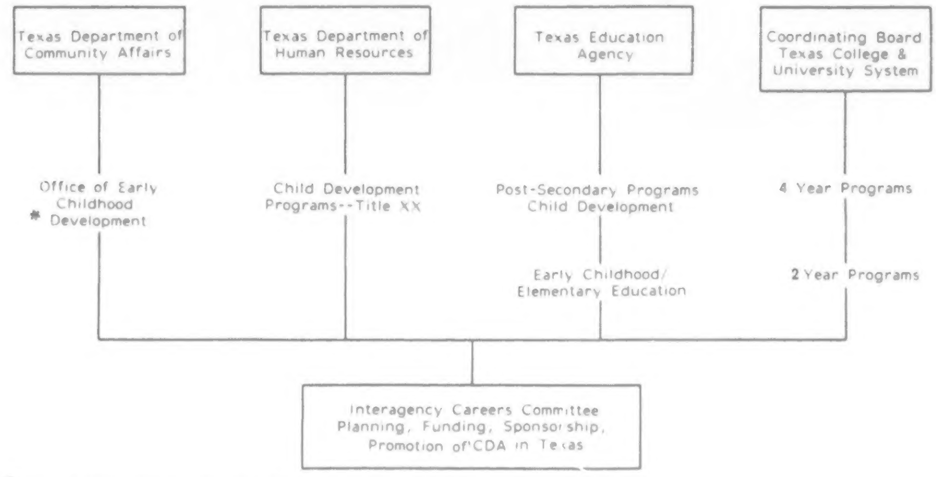
This article chronicles CDA activities in Texas from 1973 to 1979, activities implemented by State agencies working in concert and drawing from a variety of funding sources. It is a model that could be used by other States to establish CDA in child development programs and agencies.

In the initial two years, the training institutions pilot tested CDA training for child care providers and developed the first drafts of training materials. During this period, state agencies sought their commissioner's endorsement to form a joint committee to further the CDA program. The Interagency Careers Committee planned and carried out a variety of CDA activities through 1979 (See Figure 1).

With the conclusion of the CDA pilot programs, the training materials developed by the institutions were reviewed and the best elements of each were com-

Figure 1

Texas Multi-State Agency Approach to CDA


Texas Department of Community Affairs
Texas Department of Human Resources
Texas Education Agency
Coordinating Board Texas College & University System
Office of Early Childhood * Development
Child Development Programs--Title XX
Post-Secondary Programs Child Development
4 Year Programs
Early Childhood/ Elementary Education
2 Year Programs
Interagency Careers Committee Planning, Funding, Sponsorship, Promotion of CDA in Texas

*Now Children and Youth Services Division bined into one set of curricula. These materials were then tested, revised, and validated in a second 2-year pilot at eight community colleges. The use of these self-paced materials in a competency-based mode of instruction made a significant impact on these and other newly established community college child development programs.

The results of the two pilot training programs, then, were manifold: the publication of the Texas CDA Instructional Materials in 1977, the adoption of a competency-based child development program model by community colleges in Texas, and the recognition of CDA training and credentialing as a principal method of preparing day care personnel. Though State general revenue was the principal source of funding, it was supplemented with Title XX funding and community college vocational monies. Along with the funding, each of the State agencies provided an equal amount of technical assistance.

During the years of the pilot programs, the agencies jointly conducted numerous State workshops to train community college and university instructors as well as agency child development staff in CDA competency-based training methods, materials, and guidelines.

In 1977, the Office of Early Childhood Development was approached by the CDA Consortium for assistance in developing local support groups for CDA candidates in Texas. After some negotiation, the Consortium and the agencies agreed to carry out a 3-month CDA Consortium field services pilot. Twenty-two CDA Facilitator Workshops canvassed the State with detailed information on the Credential Award System. Over 400 persons participated, ranging from those who volunteered to be helpers or local assessment team trainers to potential CDA candidates. For many the mystery and anxiety about CDA assessment must have been greatly diminished--the number of CDAs in Texas doubled within the year.

The demand for the CDA credential in Texas continued. In 1978 and again in 1979, the State agencies and the CDA Consortium cooperated in funding two programs to train CDA Consortium Representatives. This training produced 20 additional Texas CDAC Reps, 11 of whom were also certified as Bilingual/Bicultural Representatives.

When HEW's Administration for Children, Youth, and Families established a national CDA study group to evaluate the Credential Award System, Richard Orton, a member of that group as well as the chairman of the CDA Consortium Board of Directors and an Associate Commissioner of the Texas Department of Human Resources, invited state input. Representatives from throughout the State in all areas of child development met to discuss CDA. A report which grew out of that meeting was presented to the national study group at its second session. The report provided a close look at CDA on the State and local levels as well as recommendations for streamlining and expanding the CDA system. The report also committed Texas agencies to a cooperative working relationship with the Consortium, urging both ACYF and the Consortium to begin planning for a decentralized CDA operation that might be piloted in Texas.

From these statewide activities grew many local CDA projects. CDAs in the state formed their own organization, the CDAs of Texas. They conduct annual meetings and communicate with one another through a quarterly newsletter. One member, the mayor of a small city in Texas, assisted the city which administers a public day care program in obtaining funding for training its employees. As a result, the CDA credential is part of this city's job classification system for early childhood personnel.

CDA's momentum in Texas continues. It began with a large amount of State funds, but the money is secondary to the State agency cooperation that accompanied it. The coordination was motivated by several factors. One was that state agencies had a strong commitment to improving the quality of early childhood programs. Another was that each agency stood to gain in establishing

CDA: the new Office of Early Childhood Development could make a major contribution to quality child care through staff development, the Department of Human Resources could impact its Title XX programs through CDA, and the Texas Education Agency and the Coordinating Board could acquire a training package and system for its emerging community college child development programs.

The agencies did gain from this project. Even more important, the coordinated efforts of the State agencies have enabled CDA in Texas to accomplish its goals.

Implications for CDA: National Day Care Study

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A major finding of the National Day Care Study (NDCS), a four-year research effort, was that higher quality care in center-based day care for preschool children is associated with caregivers having child-specific education/training. Based on this finding a followup policy recommendation was made to the Administration for Children, Youth, and Families, that a separate staff qualification requirement be included in Federal day care requirements specifying child-related education and training.

Since the major goal of the CDA effort is to improve the quality of care for young children in child development settings and since the route to that goal is a competency-based system for training, assessing, and credentialing child care staff, one implication for the CDA program seems quite clear: CDA is moving in the right direction. The basic concept underlying the program, that primary child caregivers should acquire specified competencies and demonstrate them while working with children in the child care setting, is strongly supported.

Although the focus in the CDA effort is on the behavior of the child caregiver, we felt it important in the National Day Care Study to investigate the relationships between caregiver skills and behaviors and children's growth and development. Caregiver behavior was recorded using two observation systems--the Adult-Focus Instrument (AFI) and the Child Development Associate (CDA) Checklist. The remarks in this article are confined to a summarization of data from the CDA Checklist.

The CDA Checklist

Developed by Stanford Research Institute, the CDA Checklist identifies caregiver skills and behaviors relevant to 11 Functional Areas of caregiver competency defined in the Child Development Associate credentialing system.

The Child Development Associate assessment and credentialing system was developed by the CDA Consortium to certify caregivers who are competent in helping children learn and develop. Although involvement in CDA training is not a requirement for credentialing, most Candidates have generally participated in a period of CDA training that has focused on their strengths and needs in acquiring competence. In addition, to be credentialed, they must compile a portfolio containing samples of their work with children, be observed in the classroom working with children and be recommended by children's parents. Candidates must be at least 16 years of age and have worked in a group setting with young children for at least 8 consecutive months full-time (or 16 months part-time). A formal educational degree, however, is not required.

The CDA program has defined six CDA Competency Areas in which a person should be proficient in order to work effectively with young children. For assessment purposes, the Competency Areas are further divided into 13 Functional Areas that provide a framework for evaluating caregivers: safety, health, classroom environment, physical competence, cognitive development, language development, creative expression, self-concept, individual strength, prosocial behavior, group management, home-center relationship, and staff skills. The CDA Consortium, however, stresses the need to perform an individual and open-ended assessment of each Candidate and repeatedly emphasizes that there are so many potential indicators of quality caregiver behavior that it is not possible to cite critical behavior that must be evidenced.

The open-ended assessments prescribed by the Consortium are an extremely useful basis for awarding a CDA credential to an individual caregiver. However, for the purposes of the National Day Care Study, a more structured approach to a CDA-based evaluation of caregiver behaviors and skills was required for analysis purposes. The CDA Checklist was developed primarily to investigate statistically the organization and definition of the CDA Competency and Functional Areas. The information also was used in the NDCS to examine relationships between caregiver behaviors, based on the CDA definitions, and children's behaviors and cognitive gains.

The CDA Checklist consists of 235 items organized around 11 of the Functional Areas defined by the CDA Consortium;* many of the items included on the checklist were obtained from open-ended observations completed as part of the actual credentialing process. In addition, judgmental summary variables were developed for each area in an attempt to maintain the subjective aspect of the CDA system.

Data from a total of 261 checklists were included in the NDCS analyses. Caregivers were observed in spring 1977 on two different days by two different observers.

Findings and Implications

The results of both teacher-focus analyses strongly indicated that what caregivers do in the classroom is associated with children's development. The CDA Checklist, based on 11 of the Functional Areas defined by the CDA Consortium, provided evidence that favorable classroom structure (number of caregivers, staff/child ratio) is associated with day care centers that are safe, sanitary, and have many resources available and accessible to children. Caregiver qualifications, especially "years of education" and/or "specialization," are related to caregiver activities oriented toward child development and toward maintaining a well-organized classroom. Caregivers who direct their attention to children are associated with children who are more involved and who show greater gains in cognitive development, especially as measured by the Peabody Picture Vocabulary Test (PPVT).

The CDA Checklist has been developed and used only in the National Day Care Study. Although it clearly captures an important aspect of caregivers' skills and behaviors, it was not the intent of the study to test the instrument as a measure of caregiver competence. Before the instrument is used this way, the psychometric properties of the instrument must be established.

The above findings suggest that an important aspect of quality child care may be regulatable. Since the CDA Checklist is not directly related to the CDA credentialing process, an investigation of the relationships between CDA-credentialed caregivers and child outcomes should be undertaken before further recommendations are made. The checklist may be viewed as a potentially useful method of assessing caregivers at both the individual and the program level and of providing formative feedback to caregivers to help them strengthen their caregiving skills in all areas. It may also prove to be a useful way of standardizing the CDA credentialing process.

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*Home-center and staff areas could not be assessed during an observation period and therefore were omitted. In addition, cognitive and language development items were combined in the checklist organization, and classroom environment was included with safety and health.

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IX
NEW DEVELOPMENTS
IN
CDA TRAINING PROGRAM

CDA Training-Assessment Process: A Model for Supervision Within the Extended Educational System

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The Child Development Associate training-assessment process is known to many as a practicum and theoretical process designed to facilitate and document competence and to identify opportunities for change. The CDA change process involves leadership, communication, cooperative problem solving, and cooperative evaluation. These elements are also found in the traditional education system in the professional role and relationship of the supervisor and teaching staff. The subject of this paper is an analysis of the relationship of the CDA training-assessment process to the role of "supervisor" or the field of supervision in the broader educational system--beyond the specialty of child development and early childhood education.

Let us assume that we have an intern in a Head Start or day care program who wishes to be trained and assessed through the CDA competency program. The first step for this intern would be to select the field supervisor who will provide leadership in this documentation and change process. An initial activity of leadership would be to provide an initial appraisal of competence in each of 13 CDA Functional Areas. The field supervisor will maintain this role of leadership through a process of ongoing appraisal and observation based upon the initial conference.

Communication is a key element in the change process. The field supervisor may best participate in a verbal and written communication process that entails advising, counseling, guiding, and instructing. The field supervisor and intern must realize that change depends upon open communication and respect; therefore, each of the team members must assume responsibility for actively participating in meaningful communication.

The CDA training effort or change process also includes cooperative problem solving. Cooperative problem solving exists between the field supervisor and the intern as they agree upon the intern's training needs and the training approach most relevant for developing competence. The field supervisor advises and guides, but the intern must become involved in the problem solving process by choosing the training approach to best fit his or her personal learning style. In some instances the cooperative problem solving process will also include other center or program staff and parents. The intern may wish to initiate the leadership role in requesting the cooperation of any of the above persons in solving the problem, thereby changing and becoming a more competent child care staff person.

Finally cooperative evaluation exists throughout the CDA process. During initial appraisal it is expected that both the field supervisor and the intern contribute information which will validate strengths and weaknesses. This cooperative effort continues as the intern and field supervisor work together through the ongoing evaluation and validation data-gathering process. When the intern is ready for final assessment (summative evaluation), he or she chooses a Local Assessment Team (LAT). The field supervisor may become the intern's LAT Advisor, or the intern may choose a different person to act in that role. The intern also chooses a Parent-Community Representative. The Parent-Community Representative should work closely with the intern, LAT Advisor and other parents in the gathering of data and evaluating the competence of the intern. Since the Parent-Community Representative may be unfamiliar with the CDA assessment program, the Candidate (formerly the intern) and LAT Advisor guide this member of the evaluation team, introducing the techniques and methods for gathering and analyzing data which are a part of the CDA assessment process.

The fourth member of the cooperative evaluation process is the CDA Consortium Representative. Since this member has a more limited amount of time for gathering data for the final evaluation, it is important that the Candidate and other staff provide the optimum environment for data gathering or evaluation of competence.

As the team (Candidate, LAT Advisor, Parent-Community Representative, and Consortium Representative) meet to evaluate and document the Candidate's competence, there is an established system of cooperation and sharing between all team members. Each member cooperates in the process by providing written documentation and verbal statements of observed strengths, suggestions for growth, and a statement of competence. Through this cooperative evaluation process the Candidate again has a growth or change experience and gains new knowledge.

In working with and reviewing materials by Dr. John Lovell, Professor in Educational Administration and Supervision, University of Tennessee, I found that the CDA training-assessment or change process is conceptually based within his supervision model. For example, the role of the CDA field supervisor is paralleled in his description of the educational supervisor. He states that educational supervisors

- "are expediters,"
- "help establish communication between persons who have similar problems and resource people...,"
- "stimulate staff members to look at the extent to which ideas and resources are being shared and the degree to which persons are encouraged and supported as they try new ideas,"
- "make it easier to carry out the agreements that emerge from evaluation sessions,"
- "listen to individuals discuss their problems and recommend other resources...,"
- "recommend that the administration examine irritations among staff members"
- "bring to individuals, whose confidence they possess, appropriate suggestions and materials,"
- "provide expertness in group operation and provide the type of meeting place and structure that facilitate communication,"
- "are concerned with helping people to accept each other, because they know that when individuals value each other they will grow through their interaction together and will provide a better emotional climate for pupil growth."*

These characteristics describe the role and relationship between the CDA intern and field supervisor.

Upon realizing the commonalities between educational supervision theory and the CDA intern-field supervisor relationship and the final team evaluation approach, the author was stimulated to explore the CDA process and the supervision theory with a broader group of persons:

An effort was established to train local Head Start grantee education coordinators in a supervision process using an academic course from the Department of Educational Administration and Supervision with Dr. John Lovell as the professor. The theoretical concepts explored by this group were those of analyzing how and when learning and change take place. Specifically, that disequilibration of the behavior system will take place when the teacher realizes that there are improved methods for providing the learning environment and reaching the goals of achievement for the children. The process which brings about problem solving, and equilibrium includes leadership, communication, cooperative problem solving, and cooperative evaluation.

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*John Lovell and Kimball Wiles, Supervision for Better Schools (New Jersey: Prentice Hall, 1975).

From the exploration of these concepts course participants developed their own projects to test or apply the above theory in their own field of supervision. Such exploration included the area of orientation or preconference to the process of supervision. This orientation includes an observation, a conference for review of the observation period, and finally establishment of goals for change. The practical application process was shared by each participant with the group providing comments and suggestions.

A second step in testing the CDA Training-Assessment theory was that of introducing the process to a group of graduate students who were taking a course in administration-supervision. This introduction was handled through role play or orientation and preconference, showing a videotape of an actual teacher-student learning environment and role play of the post conference and goal setting session. This activity was received with enthusiasm and interest on the part of the graduate students and the professor.

Another step in advancing this concept was establishment of a State CDA Advisory Committee in which members from the State Department of Education were invited to participate as well as academic institution representation from colleges of education. The sharing of ideas on this concept at these committee meetings as well as the Tennessee CDA Target Effort Committee project led to invitations from such program groups as the East Tennessee Education Symposium and the Tennessee Association of Supervision and Curriculum Development for a presentation and discussion of "CDA Training-Assessment--A Model for Supervision within the Education System." A key to this presentation was that of relating the CDA Competencies and Functional Areas to a broader educational system audience than preschool and early childhood education.

The step currently underway is development of a proposal for implementation of this model in an interested school system for use in their supervision-evaluation process prior to recommending tenure. Such a system must be accepted by the administration as well as the teaching faculty. It must be introduced on a trial basis for the period of refinement prior to acceptance or rejection. Again, the process for change must take place which includes our earlier theoretical concept of "leadership, communication, cooperative problem solving, and cooperative evaluation."

It is believed by this writer that Head Start's innovations and ideals cannot stay in a Head Start vacuum and survive. Head Start must actively relate to and involve the larger community in its innovations and endeavors, especially those agencies pertaining to children and families. The CDA assessment process can and should relate to the educational community, specifically education supervision. The CDA assessment process has brought about real change in the learning process for children which means greater future opportunities for these individuals and certainly more rewarding days for the teaching staff.

CDA Training Model and The Adult Learner

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Variables of adult education are consistently important--whether one is looking at adult education delivery systems or at the adult learner per se. Three adult education concepts implicit in the CDA training program will be discussed in this paper. They will be presented in the following sequence:

1. The field supervisor-intern relationship and the development of trust;/1/
2. The affective behaviors--motivation and self-actualization;/2/
3. The hidden agenda--basic education./3/

No one theme is more dominant in the field of adult education than the need for programs which respond to the above concepts as well as the unique characteristics of the adult learner. At the college level there is a need for programming which differs from established programs for the traditional student. The CDA program, through both its training and assessment procedures, responds to the needs of the adult learner.

The CDA program is a national effort embodying a new concept for training, assessing, and credentialing child care staff. This program was initiated by the Administration for Children, Youth, and Families, Department of Health and Human Services (formerly Department of Health, Education and Welfare), to create a new category of professional child care workers. The basic goal of the CDA program is to upgrade the quality of Head Start, day care, and other child development programs by increasing the skills and knowledge of the classroom staff. The CDA program

- is based upon the acquisition of a set of specified competencies for child care staff who work in center-based preschool programs.
- is organized so that academic and field work are an integrated set of experiences.
- requires that a minimum of 50 percent of the intern's total training time is spent in supervised field work.
- is individualized according to each intern's strengths and needs with respect to the CDA Competencies.
- is flexibly scheduled so that the length of the training program depends upon the intern's acquisition of the CDA Competencies.

To date, however, the CDA model has not been recognized in the larger academic environment. In view of the fact that the CDA model embodies criteria which ideally respond to the adult learner's needs, the major challenge is to find innovative ways for academic institutions to incorporate these features beyond the scope of CDA training.

Field Supervisor and Intern Relationship: the Development of Trust

For many career aspirants the career ladder is filled with periods of uncertainty and decisionmaking, of frustration and satisfaction, of standing still and progression. These situations require that the field supervisor often act as a counselor to the career aspirant. The understanding and support given to the CDA Candidate during periods of crisis and accomplishment can make a difference in his or her choices--whether he or she drops out or continues toward realization of career goals.

The supervision or counseling function must be based on an understanding of adult development and adult learning. This means the use of andragogy, the art and science of helping adults learn, as opposed to pedagogy, the art and science of teaching youth. Emphasis is on the person as an individual; a concept which is central to the entire training and career development effort. Counseling must respect and provide for individual differences in learning style as well as differences in experiences and background. The needs of a 34-year-old married black man, a 22-year-old single white woman, or a 30-year-old mother of four, who hold the same relative position on a given career ladder, will vary enormously. The individual serving as supervisor, advisor, trainer, or counselor must identify the difference and individualize the counseling approach to each person's needs. The counselor must master the task of differentiating the individual's motivation for working and learning, the individual's current strengths, the individual's style of dealing with a problem, the individual's anxieties, and the individual's pleasure in accomplishment.[4]

McCoy stressed the uniqueness in the content of each individual's life because of unique heredity, special environment, and personal interaction with environment./5/ The concept she hypothesizes is that special developmental tasks in each stage trigger "teachable moments" of peak readiness to learn. Further, between stages crisis points of great vulnerability and potentiality add to this readiness. McCoy provides a breakdown of development by using the following stages: leaving home, age 18-22; becoming adult, age 23-28; catch 30, age 29-34; midlife re-examination, ages 35-43; restabilization, age 44-55; preparation for retirement, age 56-64; retirement, age 65 plus.

Knowledge of this career development stage theory is important to the CDA concept and can better prepare the CDA field supervisor to succeed in the development of trust. There are crises in each stage and the better the supervisor understands these crisis situations in each individual intern's life, the more likely the intern is to develop a sense of trust.

McCoy described the "crisis of normalcy" as a crisis perceived by an individual to be the exception. One of her goals is to help individuals see crisis as a normal part of their development as adults, and to teach them how to respond. In my opinion, this is a revolutionary concept and one that is important to the counselor of adults. From her research on adult development, McCoy is convinced of the need not only for advising and counseling at the time of crisis, but also for providing preventive education for adults to help them find roles that are personally gratifying and socially productive.

Lack of topic interest, preoccupation with completion of the program, family/job problems, or fatique will lower the adult-learner's effort. Faculty and staff must expect variance in distribution of energy from student to student and class to class, and special counseling may be required when unsatisfactory performance occurs. There is an obvious need for constant attention to the physical, intellectual, and psychological environment./6/

At each developmental stage the question of trust confronts the individual. Every movement a person makes is influenced by a sense of trust. The decision to trust other people depends on the consistency of the other's interest and support of aspirations.

Trust is not one-way; it requires mutual understanding. Trust provides for continuing interest, support, and strong, positive relationships. The adult who trusts others is sharing his or her thoughts and feelings with them. The quality and honesty of response on the part of the counselor/advisor (field supervisor) influences and determines whether trust--a basic element for personal development--is activated and maintained./7/ The development of trust is an accepted prerequisite in the CDA process.

Affective Behaviors of Motivation and Self-Concept

Some Head Start teachers as well as other child care personnel approach CDA training with misgiving, have little or no confidence, and see the Head Start programs as another bureaucracy and possible source of rejection. However, according to Roth/8/ and Comfort,/9/ adult educators are continually discovering that "the typical adult is a highly motivated student."

During one professional experience in which the author conducted CDA interviews in Utah, Wyoming, California, Tennessee, Minnesota, and Maryland, a major characteristic stood out in all training sites: the interns believed they benefited greatly from CDA training. Concurrently, they appreciated a relationship with the academic environment and each believed these elements "made them a better person."

Comments from one CDA intern in Utah were, "I'm happy that I'll get the credential, but even if I could not get the final credential, I have gotten a lot that has helped me become more understanding."

Another stated, "There is no way a person could go through the CDA program without learning more about themselves. When you know you have a weak point and need to learn--and you do it--you really feel good."

Persons who recognize they are not dependent and who understand the extent of their competence are able to use those social and academic skills more consciously. They then find themselves in control of their aspirations, their environment, and themselves. They are more articulate, and they can express opinions and feelings in relation to job, training, and personal views of life. They accept new responsibilities and assignments more readily and attempt to carry them out with greater self-assurance. They are more willing to evaluate themselves and develop more positive feelings about themselves and others./10/

No doubt the CDA intern interview statements verify that their respective self esteem improved as a result of their involvement. A prevailing philosophy for all phases of the CDA process is the recognition and acceptance of the adult's perceived state of autonomy. In their normal roles, adult students are treated as equals by other adults, and they expect this condition to continue. Principally, this means that faculty, advisors, supervisors, and other staff view CDA interns as peers capable of making their own decisions. The curriculum instruction, and counseling must reflect this basic characteristic./11/

The Hidden Agenda: Basic Education Skills

CDA career aspirants are formalizing a role they have played throughout their lifetime--that of a learner. In the past they have experienced both formal and informal learning situations. Now, they are adult learners--in preservice, on-the-job, or inservice training and in academic programs at colleges or other institutions, Roth, however, suggests that from the standpoint of adult basic skills and literacy, one out of five American adults lacks the skills and knowledge needed to function effectively. Another 33.9 percent are only marginally competent./12/

Many adults resist learning because they become increasingly inflexible, cling to familiar modes of behavior which appear to them to be effective, fear risking failure, respond to the perceived expectations of their culture or subculture, are less curious and enthusiastic than children and youth, and develop a shield of self-protection. These tendencies interfere with easy adjustment of training and educational situations that are not concretely and obviously related to their own goals./13/

According to Roth, only about 46.3 percent--less than half of all Americans--are functioning with any degree of real competence. She suggests that in order for an adult to gain competence in occupational knowledge, he or she must be able to use general skills of reading, writing, speaking and listening, computation and problem-solving./14/ Adult students, after spending the major part of the day at a job or in the home at the sacrifice of family and/or leisure time, voluntarily enter educational activity. They expect something meaningful from the instructor and the learning program. Regardless of the reason for enrollment, satisfaction will not be derived nor objective or competencies achieved unless intellectual (and personal) growth occur. These demand a challenging academic program./15/

It is important for functional literacy workers to achieve organic integration of relating language to occupational interests and skills. Learners can begin to learn reading and writing with words and sentences directly related to economic skills. New attitudinal learning must be integrated with the total effort. Old administrative methods are just not good enough for functional literacy and/or basic skills projects. Nor can effective procedures be found entirely through trial and error. Bold and imaginative experimentation in administrative design and organizational building are needed. We need the help of professinal behavior scientists in the design of professional organizations. The human being is a symbol-using animal and is unique for that quality. The more efficiently humans use those symbols the more freedoms they acquire and the more efficiently they operate in their environment. An illiterate farmer could be a progressive farmer, but literacy would make a difference. Literacy will make being progressive more possible, more enjoyable, and more efficient. It will be a best gift, "the one that will keep on giving."/16/ The successful educational delivery system will be more adaptable and will have many attractive attributes--the two most important being their student-centered focus and design, and their flexibility. Many adults enrolled in the CDA program appear to need and be interested in obtaining basic literacy skills and are willing to sacrifice time, energy, leisure, and the use of other resources to accomplish same. They consider these "lifelong" learning opportunities.

The time has come for universities and other training agencies to move from their preoccupation with college-age students to a concept for lifelong learning. The CDA concept already reinforces this concern. The concern for lifelong learning must be expressed by serving the individuals with unique educational needs who, in the past, have been served only marginally. The time to face the need for institutional renewal and change is now. Innovations should include the following:

sessions on self-directed learning;

sessions on independent study, internships, work-study, et cetera

sessions on individual, short-, and long-range planning;

contact between student and staff; and

contact between student and degree faculty advisors./17/

The adults will only learn new methods when they feel a need to evaluate parts of their knowledge system in order to become more effective in their work. They will reject previously learned techniques if they have the opportunity to observe other persons effectively using systems new to them. They also need time to test their ability to perform these new approaches in a nonthreatening atmosphere. Through repeated and successful practice, and by learning techniques of listening, observing, questioning, and evaluating, adults gain control of the subject content and achieve a sense of accomplishment and success. Recognizing that CDA "professionalism" emerges from a combination of field and academic training, Wilson suggests that it is utterly impossible to enter a profession without academic credentials./18/ He concurrently suggests that on-the-job training is an important part of education. Relationships with institutions of higher education are vital.

Conclusion

It is clear that career counselors no longer believe that "like a butterfly, an adult is supposed to emerge fully formed and on cue after a succession of developmental stages of childhood...."/19/

A more reasoned view is that "Once we understand how internal and psychological growth happens, once we comprehend the skills that are essential to fostering such growth and to helping us meet change,..."/20/ any one of us can gain a considerable measure of control over our responses to the external societal world.

Current research indicates that understanding can occur in adults, as well as in children, while experiencing developmental stages which affect life/career decisions. In the future, the professions must:

- direct more public relations efforts toward institutional understanding of the CDA model as it relates to adult education, and toward instructional change in effectively serving adults.
- integrate CDA adult education concepts into more structured educational settings such as degree-granting institutions and other public and private funding situations.
- design alternate forms of education, but under the structure and organization of degree-granting institutions. This would involve new resources in the teaching-learning process that extend beyond the four walls of the classroom and provide greater individualization of the students' learning experience than in the past. Such forms of education would recognize that learning from life experiences is valuable. They would abandon the tradition of a fixed age group (18-25) and recognize that people of every age may benefit from the program. They would aim to produce lifelong learners, and stop assuming that all learning takes place in a span of four years. Major attempts in renovating the undergraduate curriculum have been made in the past, but these attempts have encountered resistance from students, faculty, administrators, and parents. If colleges and universities are going to address themselves to past discrimination against the adult student, bold, alternate forms of undergraduate education are needed./21/
- not allow the practical orientation to overshadow nor adversely affect the program's academic qualtiy. A high quality learning program is essential and must be so perceived internally and externally. Higher education is the vehicle for adults to accomplish their long-range goals of financial success, vocational security, and social worth. An inferior program will not provide goal accomplishment./22/
- Integrate the teaching of economic skills and reading and writing as visibly for the learners as for the workers. This integration is crucial./23/

Given the CDA Training Criteria, programs designed to meet the needs of adult learners would involve the development and implementation of training which is organized around job-related competencies. Such training would be credit-based, include supervised field work, integrate academic and field experiences, and be flexibly scheduled.

It is easy to see that the CDA training program is an effective adult education model. Perhaps the most serious need is for counselors, advisors, planners, et cetera to gain a better understanding of the adult developmental stages and the integration variables that relate to these stages.

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22. Robert W. Comfort, *op*. *cit*., p. 7.

23. H. S. Bhola, *op*. *cit*., p. 17.

X
DEVELOPING A CDA TRAINING PROGRAM

Guidelines to CDA Curriculum Development

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It is difficult to imagine setting up a good early childhood program without a knowledge of the basic principles of child growth and development. These principles contain the basic understanding of commonalities shared by all children, and they provide the framework on which to predicate an early childhood program. While the fundamental program is designed to provide for children's shared commonalities, each child's development is also enhanced by provisions for individualization. Just as we know that children are alike in many ways, we also know with certainty that each child is a unique individual.

It is possible to look at CDA curricula in much the same way as we look at the principles of child growth and development. All CDA curricula have a set of commonalities such as the goals and philosophy of the CDA training process which are embodied in the CDA Training Criteria. These commonalities are the basis for the fundamental framework all CDA programs share. The uniqueness of each CDA program lies in the specific combination of its administrative, organizational, and staffing patterns; the characteristics of the local community; and the nature of available resources. Just as no two individuals are exactly alike, no two CDA programs are identical.

If you are in the process of developing a CDA curriculum, it is helpful to know that currently many successful CDA curricula are being implemented for a wide array of programs. As a result, a number of patterns are already established which can be used as a basis for modification, revision, or adaptation of your own unique program.

Historically, beginning with the 13 original CDA pilot projects, each CDA program has had to devise its own approach to CDA training. For the pilot projects there were no precedents, and the task was most difficult. In fact, at that time only the six core CDA Competencies had been established since the Functional Areas had not yet been delineated. Continuing from that time to the present the variety of approaches used in CDA training has increased. Each CDA program is faced with the task of developing its own curriculum which should incorporate the commonalities while making provision for the program's unique set of needs.

Nevertheless, despite what might seem a bewildering array of choices, it is possible to identify a much smaller number of categories from which to select a pattern similar to your own. To give a few category examples, some programs are completely field-based while others combine college classroom training (academic experience) with supervision in early childhood settings (field experience). Another category which is becoming more common is one in which a consultant firm, or in some cases a CDA training program itself, contracts for delivery of training from a variety of sources.

In developing a CDA curriculum, the task may be made simpler by selecting the approach category which most closely approximates your own and examining the approaches of programs in that category to identify a curriculum pattern which can be tailored to your own needs. The pattern will suggest how the commonalities of CDA training have been accommodated. Your revisions or adaptations can respond to the needs and characteristics of your program.

Before presenting some guidelines to CDA curriculum development it may be helpful to define the term curriculum. Simply stated, a curriculum is an organized set of learning experiences designed to enable participants to attain a specified goal. For CDA curricula, the goal is the acquisition and demonstration of competence in an early childhood setting which is expected to lead to the acquisition of the CDA credential.

The guidelines being offered are a suggested sequence of steps to be followed in developing a CDA curriculum. Each step will be discussed briefly. The steps, in sequence, are:

1. Organize a curriculum committee
2. Establish a conceptual framework
3. Develop a curriculum design
4. Identify content and resources
5. Develop implementation strategies
6. Establish analysis and modification procedures.

Organize a Curriculum Committee

While this step might appear too obvious to mention, it contains a number of important tasks to undergird the success of the process. One is the selection of a broad spectrum of representation on the committee. In addition to including members with expertise in child development and in working with adults, committee membership should include community representatives and potential users. Their representation is a means for obtaining community input and cooperation, both of which are important in the curriculum development process. A second task is the assignment of roles and responsibilities within the committee membership which will make it easier for individuals to perform their work. Finally, the establishment of a communication system among the committee members helps to support the viability and integrity of both the process and the product.

Establish a Conceptual Framework

During this step, the committee should examine the philosophy and goals of the national CDA Program. Concurrently, your programmatic goals and identification of your local community characteristics and needs should be established. The essential task is to interpret the universal goals and processes in a manner consonant with the needs and characteristics of your specific program.

Develop a Curriculum Design

The curriculum design is the structure within which CDA training is delivered. It is at this point in the development process that curriculum patterns used by other CDA programs can be examined for their usefulness. Look for organizational, administrative, and staffing patterns similar to your own; see how others have designed their structure. Among the factors to consider are how the training is delivered, how the CDA Training Criteria have been provided for, and what kind of structural formats have been used for the learning units. Since each program is somewhat different, the major thrust of this step is to use existing patterns as a basis for adaptation, modification, or revision to accommodate your uniqueness.

Identify Content and Resources

In this step it is suggested that the identification of content precedes the selection of materials and resources to convey the content. One way to select content is to list the attitudes, skills, and knowledge seen as necessary to the acquisition and demonstration of the CDA Competencies or Functional Areas. From this list it is possible to specify the essential content. The next task is to select or develop materials and resources which provide the content. Here again, there is already a large body of material and resources which has been developed specifically for CDA training from which you can draw. The process may be one of collecting materials, developing some where it seems appropriate, and synthesizing the materials into a group of learning units for implementation of training.

Develop Implementation Strategies

By the time you arrive at this step most of the major decisions will have been made. The curriculum design and learning units have been established. Whether you have decided to use a classroom coursework structure, field-based modular structure, or a combination approach, at this point the task is to determine how, when, where, and by whom the training will be implemented. Procedures, individual responsibilities, and lines of accountability must be set forth. At the end of this step, training commencement should be feasible.

Establish Analysis and Modification Procedures

The last suggested step for the curriculum development committee is to make provision for systematic analysis and modification procedures. This includes the collection of data which can be used to evaluate the effectiveness of the developed curriculum. A system which provides self-evaluation and change based on that self-evaluation feedback creates a potentially dynamic curriculum which is open to new knowledge and changing needs.

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If one reads between the lines of this brief presentation it is seen that developing a CDA curriculum is a challenging and demanding task. As in most endeavors, the reward is generally proportional to the quality of effort expended in the service of achieving the goal. In a CDA program, the goal of enhancing the quality of care for young children by increasing the competence of child caregivers merits the highest quality of effort.

The Team Relationship

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As one of the 13 CDA pilot projects, the Bemidji Child Development Training Program (CDTP) has been doing CDA training since 1973. Our geographical training area encompasses some 30,000 square miles in rural northern Minnesota. To give you an idea of our climate, there was ice on our lake when I left home yesterday (November 5th).

In early spring 1978, a survey was sent to the 43 Head Start CDAs who had received training from CDTP to that date. The staff was especially elated to see the 38 responses to an item which asked participants to prioritize various elements in the CDA experience. "Relationship with field supervisor"* was rated first, over "the credential itself, career opportunities afforded by CDA, credits earned," and other elements.

To a program which emphasizes the training aspect of CDA, the credential, if you will excuse me, is nothing but a piece of paper. What is more important is the learning experience which accompanies the preparation and assessment. If it is properly nurtured and encouraged, learning should not stop with the award of the credential. A learning process, kindled and affirmed through the relationship of field supervisor and intern, should become an integrated and dynamic part of the CDA's own teaching style. Thus the CDA is led to still further growth after acquiring the credential. For such a program to be successful, the relationship with the field supervisor must be meaningful--a relationship that allows the intern to witness, realize, and accept his or her own developing competence in work with young children. CDA field supervisors are important people; it takes skill to facilitate this learning.

Abstracting a little from the work over the years by the 10 principle CDTP field supervisors, a construct emerges of a three-phase (not three-visit) training process. It has been our experience that when each of these phases has been given its due, even initially shy candidates have emerged competent and (quietly) proud. When these phases have been pushed, ignored, or misread, the results, from a training program point of view, have been less satisfactory--even when a credential was awarded.

Phase One: Trust-Building

The field supervisors should play down a formal preliminary appraisal. Your first task as field supervisor is to let the intern know you are there to help. As the intern comes to realize this, the two of you can sit down and plan a program together. The intern knows his or her own strengths, training needs, and interests better than anyone else. Listening carefully, the field supervisor can assist the intern in determining where to start (and chances are this will be the most appropriate starting point). Through listening, the field supervisor can also get an idea of how much to start with. In a first sense the object of this phase is to build trust between the field supervisor and intern. In a second sense--and more important--the object is to help the intern trust him or herself. Until the intern begins to believe that he or she can teach capably, overload from too systematic an appraisal or too rigorous a training pace is a very real possibility. Overzealous administrators and field supervisors who play a numbers game should be aware of this. One step must be taken at a time--at the intern's pace.

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*The term field advisor, rather than field supervisor, is used by the Bemidji Program. For purposes of consistency within this document, the term field supervisor has been used throughout.

Phase Two: Documentation and Feedback

There are signs which show that interns have progressed to this main phase of preparation. Maybe they forgo a bowling set to meet longer with the field supervisor. Maybe they complete six write-ups for their portfolio when the field supervisor expected two. Maybe they ask for feedback in that one area that really needs work. We have had interns tell us that they were ready to take responsibility for their own preparation--and this is the hallmark of phase two--on a very first visit. Others have reached this point only a few days before assessment, after two years of training. And some individuals in the latter group were the CDA candidates we wished our kids could have.

Usually great strides are made in the portfolio during this phase. This is the time when the tack taken by the field supervisor begins to pay off; because the trust is there, feedback to the intern can be quite productive. In phase two, the field supervisor often feels increased comfort with the intern's lead.

Our field supervisors--myself included--have at times expected too much or too little of interns during phase two. Objections to being pushed too fast are usually voiced more forthrightly and there is usually less tendency for the intern to withdraw during phase two than in phase one. In some instances it should be a relief for the supervisor to realize that at this phase the chances are good that the participant is now past the dropout point. Expecting too little of an intern during this phase can lead to a flurry of last minute activity as the assessment approaches. Last minute flurries are not good for the anxiety levels of supervisor or intern (now the CDA candidate). There is enough to worry about in regard to the final assessment: Will the parent (or the assistant teacher) show up? It's 20 below zero; will my car start?

Phase Three: Realism and Support

There should be no unpleasant surprises between supervisor (now called the LAT Advisor) and candidate during the final assessment. It should all have been said before, during the process of preparation. Belief in the candidate as a person means constructive criticism should have been given along the way. But, through the supportive relationship that the field supervisor has maintained, suggestions for growth should have been given in ways that the intern could understand and accept. We tend to grow more easily from strength and support than from attack. There might well have been confrontations, but the relationship and the learning process should have been strengthened as a result; and that is the field supervisor's responsibility. In any case, during the final assessment the main task of the field supervisors at Bemidji has tended to be protecting (a little) the candidates from their own worst critics: themselves. By this time the candidates have almost endlessly documented and demonstrated their abilities with children. The purpose of the assessment is to provide an opportunity for them to accept their own competence, along with some suggestions for further growth.

In conclusion, the above training construct is obviously impractical for the volunteer, three-visit supervisor. The foregoing approach will probably be regarded similarly in circles where the primary concerns are numbers and pieces of paper. On behalf of those training efforts that really care what interns--even natural teachers--learn during CDA preparation, it would seem that a close and mutually-trusting team relationship between intern and field supervisor is vitally important.

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IMPACT AND POTENTIAL OF THE CDA PROGRAM

CDA and CDAC in Review

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I'm as pleased as I can be to have a part in this review of the Child Development Associate program. I consider myself to be very fortunate to have had many opportunities to work closely with the Child Development Associate Consortium over the course of its development. My first opportunity for contact came when I served as a member of the Black Task Force several years ago. Later I became a public representative as a member of the Board of Directors of CDAC. During my term on the Board, I also served as a member of the Executive Committee of CDAC during one of its many critical periods. More recently, I was invited by the Administration for Children, Youth, and Families to serve as a member of the Blue Ribbon Review Panel to look at the accomplishments of CDAC over the past few years and to make recommendations regarding its future. But, above all, I consider myself to have been a general and strong advocate for the concept of the CDA and for the program which seeks to implement that concept. I have had few professional experiences which I regard as more positive or meaningful than this one.

The CDA and the CDAC were properly conceived in the very beginning. We owe a great deal of thanks to the designers of that original idea. They foresaw the necessity of including in a consortium all those major constituencies in America who cared deeply about children. The establishment of such a group to oversee the development of the professional area is rare, if not unprecedented in the history of education. A close look at the initial makeup of the Child Development Associate Consortium will reveal that almost all areas of education and child development were well represented. That continues to be the case to the present time. A child is a whole person with a constellation of needs which have many aspects. Collaboration by diverse groups under one umbrella represented the best way of developing a comprehensive approach to service the needs of America's children. I am sure that there are easier ways to establish a governing structure for a professional operation. However, all the difficulties encountered are well worth the effort if a broad collaboration and consensus can be built on behalf of children.

It was Bobbie Womack who sang, "I've Got to Make it Real,... but compared to what?" I am prepared to say here and now that the CDAC and its program, with all the difficulties and limitations, has been highly successful--but compared to what? If we look at traditional efforts in the area of teacher education there is nothing with which the CDAC can be compared. In fact at the present time, in teacher education nationally, the best that we can say is that the content of training for teachers is largely arbitrary. There exists no common definition of the content or experiences which must constitute the professional preparation for teachers. These things can be highly idiosyncratic, and most frequently are; therefore, there does not exist, at the present time, any opportunity to offer a generalized systematic process to determine teacher competence. In fact, to my knowledge there is only one pitiful attempt to do so, and that is represented by the National Teacher Examination, a set of paper and pencil examinations which purports to measure those things which a teacher needs in order to be successful. For anyone who is familiar with people who have taken this examination, it is hard to imagine that there could be any sense of personal committment to such an examination by examinees as an important or necessary part of the process of teacher evaluation. In my opinion it represents the dark ages in educational assessment. Therefore, when we seek to evaluate the work of the Child Development Associate Consortium we have very little to which it may be compared. The CDAC, in its assessment approach, has, with all its failing, broken new ground in the credentialing of those who work with children.

The CDAC adopted the six CDA Competencies generated under the auspices of ACYF and which are also the basis for CDA training. Within those Competency Areas the CDAC succeeded in more specific definitions of CDA behaviors. They call these Functional Areas. These Areas have been defined and refined by a broad base of child care workers. There have been research and development organizations, the CDAC staff, a variety of task forces, a variety of ethnic groups, and a great deal of field reaction to support all that the CDAC has done. No one could say that everyone or all groups who have participated have been completely satisfied. However, the results of CDAC's work seem to have produced something to which most people could lend their enthusiastic support.

I should like to highlight the fact here that much more than rhetoric is involved in my adulation for the CDAC work. To be very specific, the following will represent several unique features of the assessment system and will demonstrate an internal strength of the total CDA program; namely, a consistency between CDA training and CDAC assessment procedures.

1. The Competencies and Functional Areas represent a set of training and assessment objectives which are held in common at a nationwide level.

2. Competency standards for the Functional Areas are described at a level of specificity which provides for accountability, while at the same time not being so specified that the assessment process becomes insensitive to normal local variations. This means that the CDAC assessment and CDA training systems are both sensitive to local context as well as to cultural variation.

3. In principle, the CDAC process provides for the utilization of multiple perspectives for the assessment of CDA candidates. These perspectives include persons who may represent a university, a child care staff member, a parent.

4. While the general guidelines for the CDA are developed at the national level, in keeping with the Consortium's directives and with quality control of the assessment process which is still managed by trained Consortium Representatives, the actual decisionmaking is heavily weighted in favor of persons who are closest to the candidate and the conditions in which a candidate must learn and work. The flexibility and sensitivity inherent in this approach are rare.

5. CDA training and CDAC assessment approaches emphasize professional performance over memory and verbalizations.

6. CDA training and CDAC assessment processes emphasize demonstrations of competence over demonstrations of the mastery of isolated irrelevant esoteric processes.

Each of the above features represents major departures from traditional practice and constitutes the uniqueness of the CDAC approach.

It would not be hard for a determined critic to discover that much remains to be done in order to have the best possible training and assessment approach. Many of us would like to see

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closer links between the training and assessment process. I, for one, view these as inseparable processes--in fact, they are aspects of the same process. Logistical or organizational considerations would be the things which could force a temporary but unnatural separation. Some of us who have been involved with CDAC over the years also would have hoped for the resources that would have allowed for a better implementation of the portfolio concept. In its initial form the portfolio was much more than a simple scrapbook. At its best, it referred to episodes, captured by the candidate on videotape, which could be edited by the candidate and presented as direct evidence of behavior which the candidate believed met the requirements of Competency and Functional Areas. Many other kinds of behavioral data could be provided in a true portfolio. However, even with our hopes for a more full implementation of the CDAC concept and for much more support, many of us know that the CDAC represents a quantum leap over anything which has preceded it. This can be placed in perspective very quickly when we realize that the developmental cost of this brand new approach to assessment was but a mere fraction of the cost normally associated with much more inferior forms of assessment. For example, many paper and pencil multiple choice tests which are developed according to the minimum standards of a professional association could approach a million dollars in development costs. This is for item writing, piloting, revisions, norming, and all those tasks associated with standardizing tests. CDAC, on the other hand, has produced a much more comprehensive and involved assessment system--virtually from scratch--at less than what it would take to make four 100-item paper and pencil multiple choice tests.

The CDAC is a pioneer effort. It is not the CDAC which requires the maximum justification, although justified it must be. It is really anything which purports to be an alternative which must be justified by the same rigorous criteria which would be applied to CDAC. I am unaware of anything in the professional education field at least, which even comes close. The CDA program is a source of pride for those who have gone through the full process. The espirit of present Child Development Associates is testimonial to the fact that being a CDA is in fact a source of pride.

Much credit for what has happened to date must inevitably be given to key members of the staff of the Administration for Children, Youth, and Families (formerly the Office of Child Development). There would have been no CDAC process and program had it not been for conceptual creativity, courageous exploration, patient nurturance, rigorous monitoring, and skilled politicking of a deeply committed group of "Washington Bureaucrats." Without them, this baby could not have been born. We owe them our thanks.

The CDA concept, the CDA Consortium, and the training and assessment programs are not perfect. They just happen to be a damned-site better than anything else to date.

CDA in Retrospect

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Looking back I ask myself, why was I traveling back and forth from New York to Washington ten years ago instead of staying home with my colleagues at Bank Street. There we were with the relatively relaxed pleasure of an established program in the education of teachers, well-seasoned in working on the methods and problems of radically changed conceptions of the teaching and learning process. It was no easy path but we were energetically and happily undoing accepted traditional designs and ideology. I had the additional privileged opportunity to engage in researched inquiry as to how our favorite ideas really work out.

The siren call that drew me to Washington was the opportunity to join in extending this new thinking about learning and teaching into the public sphere, to join with Washington colleagues with similar ideals for growth and learning. But there was the crucial difference--they were working with the resources of government and the image of a national program. There was reason to believe that there could be a new design for staffing the centers of early childhood to include a role we named "Child Development Associate": someone trained and knowledgeable in the ongoing, caring-for, teaching interchange with children of a preschool group, but separate in function and responsibility from the administrative and professional outreach of the head teacher's role of that period. If you tell me the distinction does not always stand up too well, theoretically or functionally, I won't be surprised. In fact, in the excellent documentation of this whole enterprise, I find a note about cross-currents in situations where professional development of the CDA intern is felt as threatening to other staff. Many an old-time physician has had similar experience with young interns.

At this point let me make clear that what I say comes from two different kinds of experience. One was active involvement in the programs that preceded the launching of CDA, such as the Developmental Day Care Workshops that brought the multiple voices of our country together. There followed a working partnership with the group at OCD where the ethos, the internal system of values of CDA, was first articulated and then developed into a working model for a new educational role. In those years, I met and worked with people who could both think clearly in the academic world and act effectively in the real world--among them it was a special privilege to know and work with Jenni Klein and Ed Zigler.

But after the early stages of the CDA program, I returned to my professional involvement in the complex of the Bank Street College activities, enjoyed the news of the growing CDA as an educational frontier, and stacked the documents on my shelves. Then, what do I know about the present state of affairs--accomplishment, problems, and new ambitions? Frankly, mostly what I have learned from my recent assiduous reading of the many admirable printed reports and guides for operation and a few hours of touching base again today, listening to Ed Zigler, and talking to Marilyn Smith.

I have been reading the documents with interest and two questions in mind. What distinguished this program from others in the beginning, back in the early days of the planning phase? What has remained constant in its concepts and programs between the early stages and the present? First, how have the broad concepts of our written documents been translated into the complex, detailed reality of putting ideas to work in concrete, real-life situations?

Second, how have our early positive, constructive learning and teaching processes been sustained in a nationwide program, responsible for adapting to the widely differing life situations of children and families with respect to cultural style, ethnic identity, and the reality of geography in our large country. These were not put as questions of an outside evaluator. They were and are the prime questions being raised and studied and reworked within the aegis of the program itself, to its great credit.

I turned first to the image of the teaching function and goals of the program which we projected as the basis for the training programs. It is gratifying that our 6 definitions of goals for the training schema are now called Competency Areas and our complex definitions in long paragraphs are now briefly translated into 13 Areas of candidate functioning. What is important is that they stand for the same concepts. Looked at together, the goals are clear: first, stimulate and guide the universal processes of development that are intrinsic to physical and intellectual competence, to positive self-concept and individual strength, and to effective social interaction; second, provide a learning environment in which children are active doers and thinkers and in which progress in language usage, thinking facility, and creative re-expression comes through as being part of a program of varied, planned experience; and, third, adapt learning experience to diversity among the children, be sensitive to their individual child differences in style and pace of learning, and tune in to the reflection of differing life styles of home life.

Still, there was an uncertain area in our early statements of goals that seemed more tied to basic personality than to knowledge or learning, and we were in conflict about what to do with it in a design for a training program. We called it capacities for interpersonal relationships and named such qualities as sensitivity to children's feelings, readiness to listen to children, exercising control without being threatening, bringing humor and imaginativeness to troubled situations. Are these qualities born or can they be bred as part of a training design? Some of both, we decided, and included them. Now it pleases me to see this capacity included in one of the documents/1/ and presented in a true image as the center of a circle surrounded by the defined CDA Competency Areas.

What is impressive in this program is not that the basic postulations of what constitutes competency have survived as they have at the level of general goals, but that they have been used consistently as the base for the complex training experience and accreditation process. In some places, they appear in a simple, condensed form. In other places, they are a highly developed part of the method. For example, when the table of CDA Competencies appears as a tool to be used in the process of assessing a candidate's qualifications for recognition as a CDA, each area is fully defined and supplemented with indicators of what each category means in actual practice. The following excerpt from the Competency Area concerning "Intellectual Competence" illustrates the comprehensive concept of intellectual functioning and the practical importance of providing concrete examples of general statements:/2/

FUNCTIONAL AREA: Cognitive

Definition: Candidate provides activities and experiences which encourage questioning, probing and problem-solving skills appropriate to the developmental level of the children.

This Functional Area focuses on developing the children's thinking and problem-solving abilities by providing a variety of stimulating activities and experiences.

Indicators: For example, the Candidate:

- helps children develop concepts related to space, time, numbers, et cetera;
- provides materials and equipment for exploration and experimentation in science activities;
- provides challenging experiences that stimulate curiosity and motivate the children to learn.

FUNCTIONAL AREA: Language

Definition: Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and of understanding others.

This Functional Area focuses on developing the children's communicative skills, both verbal and nonverbal. In bilingual settings, it includes the ability to communicate in, and to further the children's familiarity with, their dominant language.

Indicators: For example, the Candidate:

- uses his/her own speech as a model and provides the children with opportunities for language acquisition and use;
- helps children associate word-meaning with experiences;
- encourages verbal and nonverbal expression.

FUNCTIONAL AREA: Creative

Definition: Candidate provides a variety of experiences and media that stimulate children to explore and express their creative abilities.

This Functional Area focuses on providing opportunities for children to exercise their creative abilities, explore and experiment with a variety of media not only through art, music and dramatic activities, but in all aspects of the program.

Indicators: For example, the Candidate

- encourages creative expression of feelings and ideas;
- provides activities, materials and equipment that encourage creative endeavors (art, music, dramatics, movement, et cetera).

I want to turn for the next few minutes to the well-designed innovative program of training which has been formulated over the years. It is so close to the principles and practices of the approach some of us have been identified with for years that it made the reading of the documents pure pleasure. The principles are stated clearly and analytically, and presented as a distinctly different model from traditional forms of teacher education./3/ What does it mean, in practice, for the intern? It means moving back and forth between the reality of teaching experience with children in schoolrooms and study of theory and suitable techniques. It means experiencing varied kinds of learning: trying oneself out by thinking out loud in conference groups with fellow students; raising questions and opening up problems with the CDA person in charge of training; having an open, individual time schedule for getting to the point of readiness to be examined for competence in the role. Is this openness and flexibility of timing and standard-setting universally welcomed by all the CDA Candidates? My guess is no. For some, such flexibility in contrast to other life experiences in seeking approval or an objective stamp of accomplishment, may be unsettling and a little frightening, even while to others it may be relaxing and fulfilling.

All this adds up to a challenging, complex role that has been developed for the field supervisors and which is of central importance to the health of the program. In general terms, it represents a relation between the one who is learning and the one who is training that is qualitatively different from ordinary images of supervision. It requires imaginative adaptability: resourcefulness to deal with varied individual programs, different rates and styles of learning, and flexible scheduling in how to arrive at accreditation. It requires still another order of skills to establish a relation of trust and rapport, to analyze and counsel constructively, to engage honestly in cooperative decisionmaking between field supervisor and intern. I agree with the statement I read that this is a crucial role in the program design for which special training should be provided. When well done, it provides a gracious model for a creative relationship between the one who knows and the one who is learning, in any walk of life--hopefully, to be re-enacted by the trainee on the job in the quality of relationship to the children.

By my outline, I should now have something to say about the important accreditation process, but the clock has a different imperative. Still, I cannot skip by without noting that the final decisionmaking team includes--in addition to the Candidate and the LAT Advisor--a Parent Representive with an intimate view on the local situation; and a fourth member, a Consortium Representative who brings the outside perspective of the governing body to the situation. Decisionmaking in the credentialing procedure is based on collective study, review, and analysis of the CDA Candidate's demonstrated competence in the professional role, not on a roster of course credits or an examination score. Actually, the term "demonstrated competence" is the hallmark of this whole program.

Among the well-documented procedures, my eye stops at the concept of the portfolio to be prepared by the CDA Candidate continuously during the course of the training experience, documenting the learning experience with samples of activities, self-reflections, observations of children--a detailed working diary./4/ The word "portfolio," not only the concept, registered a pleasant feeling and recall. Unless memory is playing tricks, it brought up the image of one of our Washington meetings when we were dreaming up how the Candidate could be an active partner to the learning and accrediting processes. I think the term "portfolio" came to my mind as an appropriate term for a varied assemblage of materials with a common purpose, attached distinctively and particularly to the person who assembles them. The term seems to have fit the concept. What is a portfolio? It is not a this-and-that scrapbook. It has a purpose, a common meaning. It is carried lovingly underarm because its loss would be losing a valued part of oneself. It bespeaks hard work day-by-day, and a little worry whether all that work will make it in the end. It symbolizes the deeply human character of this enterprise.

Leaving the important complex process of accreditation, beautifully documented in the printed materials, I want to turn back to the two questions I raised in the beginning. The first I answered for myself in most positive terms by studying the documentation: the generally stated design of the planning stage has been differentiated and made practical in the operational programs with extraordinary completeness in providing in print, not only the necessary tools of procedure, but also the detailed steps to be followed in successive stages of the program. The second question, namely, the adaptation of the whole schema to the widely differing life situations of the children and their families was subjected to concentrated study in 13 pilot training projects./5/ The question was clear: Is the concept of competency-based training guidelines workable across the nation for projects varying as to geographical location, nature of sponsorship, differing language, and images of the learning process? From project to project, many differences were found which added up to a certain uniqueness in the operational style of each one. The patterns for integrating field experience and academic studies varied; content of courses and curriculum materials reflected the priorities of the individual projects; the role of the field supervisor was enacted in different styles; the coding of final assessment took different forms. Yet, in final analysis, the basic common characteristics in these unique approaches to the training experience made them appropriate members of the CDA program. This is no accident. The CDA Competencies were stated in broad terms, intentionally, to constitute an umbrella under which program adaptations to special characteristics of local situations--bicultural, geographic, et cetera--could be included.

Here and there an open system sometimes leads to ambiguity. For example, in the Competency standards, the given definitions of this program are clearly aligned with experiential learning, the value of curiosity and exploration, verbal and nonverbal communication skills, and creative expression of feelings and ideas. Yet, in the case of one program, I find the intern's use of programmed instructional materials treated as consistent with the system. That becomes a tricky issue. How much and what kind of use of programmed instructional materials create a learning-teaching situation for which the CDA competency standards are actually inappropriate? The question of judging which situations can constructively absorb a CDA project into its goals and mode of operation requires specific study and weighing of positive and negative factors.

Taking another historical turn, I looked back at a paper on the CDA program in 1973 where I tried to put together what we were working toward in three formulations./6/ It would not be wrong to call them "three wishes" for ways to change the going system. First, think growth and development and playing and working together and feeling good about oneself as a person. Second, make learning an experience of open choosing and questioning and trying out while mastering the codes for language and thinking. Third, welcome pluralism in all its forms--kinds of thinking and doing, parents' dreams for their children, regional and cultural variations in how to accomplish common goals as long as the basic principles are intact.

We have outgrown the "three wishes" stage. In its place we have a stirring reality, a mature program of learning and teaching, of principles and method that I am ready to call an ethos for future development of education in childhood. In brief:

- It represents, accepts, and favors variation in method; not by some random this-or-that programming, but on a solid base of clearly stated principles.

- It represents building assessment of competence on the reality of performance and functioning where teaching and learning are dynamic realities, not distant representatives of the tests in words on paper.

- It represents a perspective on learning as a complex life process at all stages where feeling and emotion condition how knowledge is acquired and the uses to which it is put.
- It is moving the profession of teaching children or adults to a new level of communication where the person and skills to be learned become inseparable components.

And finally, it is making a rare contribution in not only enacting these concepts but in recording them, not just theoretically, but in the realistic terms of how to apply them. Too few of us have done this job so assiduously.

Footnotes

1. Becoming a Child Development Associate; A Guide for Trainees (Washington, D.C.; U.S. Department of Health, Education, and Welfare; Office of Child Development; 1975).

2. Child Development Associate Consortium, Competency Standards, Edition 2 (Washington, D.C., U.S. Government Printing Office, #730-049/1522, 1977), pp. 7 and 8.

3. Leroy Jones, Trudy M. Hamby, and Sarah B. Hardy, CDA Pilot Projects: Innovations in Training (Washington, D.C., University Research Corporation, 1978), pp. 82-102.

4. Portfolio Preparation Workbook (Washington, D.C.; U.S. Department of Health, Education, and Welfare; Office of Child Development; 1977).

5. Jones, Hamby, and Hardy, op. cit.

6. Barbara Biber, "Child Development Associate: a professional role for developmental day care," Theory and Practice, Vol. XII (April 1973), pp. 89-96.

CDA: The Challenge Ahead

Jenni W. Klein, Chief of Education Branch
Development and Planning Division
Administration for Children, Youth, and Families
Washington, D.C.

It is especially meaningful to me to see so many of you in attendance at this closing session of our first CDA DAY at NAEYC. Your interest, support, and commitment to the CDA effort have made the program a success.

In times of major setback such as we have experienced with the delay in funding of a major CDA program component--the assessment and credentialing system--there is a tendency to get caught up with the problem and lose sight of what we are all about, of where we are going and why. The challenge ahead, as I see it, is to keep the major goal of the CDA program in sight at all times. That goal is quality care for the young children of this nation.

I would like to put our past, present, and future into perspective. I'd like to first take a look at what we initially set out to accomplish in establishing the CDA program. Our goal then, as now, was quality care for children. This goal has two related parts: upgrading the competence of child care staff working in child care programs, and increasing the number of trained child care staff.

If we were to be successful in addressing both parts of the major goal, a number of factors had to be planned and provided for from the beginning:

1. First, and very important, was a basic assumption that would provide the necessary foundation and direction. The CDA program was designed based on the assumption that the quality of life for children in child development settings can be enhanced by increasing the competence of the child care staff.
2. Next, a set of CDA Competencies was identified for child care staff that encompassed the knowledge and skills necessary to promote children's development and learning. Personal capacities, or attitudes, considered essential to the child caregivers' ability to demonstrate the CDA Competencies, were also identified.
3. Third, the professional role of the CDA as the person in charge of and responsible for the education and development of a group of preschool children was articulated to achieve program quality and to provide access to training and professional status for child care staff, many of whom lacked formal education.
4. Next, competency-based training guidelines were specified. They were in keeping with the CDA philosophy in that they provided for on-the-job training, were geared to meet the needs of adult learners, and were flexible enough to meet the needs of a diverse population.
5. Fifth, a system of assessment and credentialing was formulated that established standards for the competence of staff in children's programs at a national level.

6. Sixth, a system of checks and balances was built in:

   - An assessment system independent of training, that reflects concepts and practices of the child care profession, and is also pluralistic in nature.
   - A system providing for public, private, Federal, State, and local involvement.

7. And finally, an overall program design was established that provided for active participation and involvement of the trainee, the parents, and child care professionals. (I don't know of any other system that protects the trainee as this one does.)

These were the initial goals and plans. It was in November 1971, that Dr. Ed Zigler, then Director of the Office of Child Development, first announced the initiation of the CDA program. In the ensuing years an incredible amount has been accomplished. For example:

- The set of CDA Competencies that were identified have been further developed and delineated into Functional Areas. The Competencies have had widespread endorsement by the child care profession. They are known both here and abroad. They are being used as the basis for developing and restructuring teacher education programs in colleges and universities. They are also used as guidelines for staff training and career development in kindergartens and other early childhood programs.

- The traditional Head Start Supplementary academic training program has been converted to CDA competency-based training affecting thousands of classroom staff.

- A variety of innovative training approaches and training materials have been developed by CDA pilot projects, Head Start Supplementary Training /CDA projects, and other college and agency-based CDA training programs.

- The CDA Consortium was established and now represents over 30 member groups in child care and education.

- The Credential Award System was developed.

- A Bilingual/Bicultural (Spanish) CDA Credential was initiated.

- A number of States have incorporated the CDA credential into their child care licensure.*

- To date more than 6,000 individuals have received their CDA credential, and an additional 6,000, or more, are in CDA training.

We have come a long way. With the exception of the setback in the assessment and credentialing component, CDA is now a fully operational program, nationally. Plans are underway for every Head Start classroom to have at least one person who (1) has the CDA credential, or (2) has a BA in early childhood education/child development with appropriate supervised field experiences, or (3) is in CDA training.

The initial focus in CDA was on preschool, center-based programs, with Head Start as the pioneer. Our long-term goal is the improvement of all programs and services for children--to expand the competency-based concept to encompass staff working in programs for infants, family/home day care, handicapped and home-based programs. I hope that one day in the not so distant future we'll also have trained child care staff in hospitals, playgrounds, and all other places where young children are cared for outside their own home.

The challenge ahead is clear. This enormous effort will require cooperation between the CDA program and many child care programs. We need to go forward together in order to have positive impact on the tens of thousands of staff throughout the child care profession who, in turn, can have positive impact on the hundreds of thousands of young children in this country.

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*See page 11 for an update and listing of States.

CDA Day at NAEYC

Atlanta, Georgia
November 7, 1979

Schedule of Events

The Child Development Associate (CDA) Program

- **Overview**

The CDA program is a national effort embodying a new concept of *training, assessing,* and *credentialing* child care staff. The program was initiated in 1971 by the Administration for Children, Youth, and Families, U.S. Department of Health, Education, and Welfare, to create a new category of professional child care workers. The basic goal of the CDA program is to upgrade the quality of Head Start, day care, and other child development programs by increasing the skills and knowledge of classroom staff.

- **The Child Development Associate**

The Child Development Associate, or CDA, is a person who is able to meet the specific needs of a group of children aged 3-5 in a child development setting by nurturing the children's physical, social, emotional, and intellectual growth; by establishing aaintaining a proper child care environment; and by promoting good relations between parents and the child development center. The CDA is a person who has been awarded the CDA credential after satisfactorily demonstrating competence in his or her performance with children.

- **Update**

—To date, more than 6,000 individuals have earned the CDA credential. An additional 6,000 persons are in CDA training in over 350 Head Start Supplementary Training and other college and university programs.

—CDA has had an impact on child care programs and training institutions. The CDA Competencies are being used as a basis for setting up new early childhood training, and are being incorporated into existing programs.

—A number of states have recognized the CDA credential by incorporating it into their child care licensure.

—A Bilingual/Bicultural (Spanish) CDA Credential has been initiated.

— Long-range CDA goals include expanding the competency-based concept to encompass staff working in home-based, family-day care and infant programs.

CDA Day at NAEYC: An Overview

CDA Day at NAEYC, through two general sessions and ten in-depth workshops, is a day for

- *Sharing*
- *Learning*
- *Reflecting*

In the **opening session,** Dr. Edward Zigler, who played a key role in the conceptualization of the CDA program and who formally announced its initiation, asks whether the 1970 challenge has been met.

The ten **workshops** offer information on a variety of CDA-related topics and are designed to provide either overviews for individuals who are new to CDA or detailed information for experienced CDA trainers and program developers. Workshop presenters include CDAs, early childhood educators, child care providers, program administrators, curriculum developers, and agency officials.

The **closing session** brings together the views of outstanding individuals who have been significant to the CDA effort. Together, in forum style, they help place the past, present, and future of CDA into perspective.

Opening Session

Condor Ballroom

1:00 p.m. *Welcome*

Barbara T. Bowman, Director, Graduate Studies
Erikson Institute
Chicago, Illinois

Introductions/Overview

Trudy Hamby and Beverly Schmalzried,
Co-Planners, CDA Day

1:30 p.m. *Address*

CDA—Has the 1970 Challenge Been Met?
Edward Zigler, Sterling Professor of Psychology, Yale University

2:30-5:30 p.m. In-Depth Workshops

Workshop I: Overview of the CDA Program ***York Room***

Workshop Coordinators:

Beverly Schmalzried, Program Specialist, ACYF
Washington, D.C.

Saundra C. Gilbert, Educational Technician
D.C. Department of Recreation
Day Care Program
Washington, D.C.

2:30-2:40 *Welcome and Introductions*

Beverly Schmalzried

2:40-3:10 *The CDA Program and the Competency Standards*
Jenni W. Klein, Director
Educational Services, ACYF
Washington, D.C.

3:10-3:45 *The Major Components of the CDA Program*
Warren Kinsman, Senior Technical Assistance Specialist
University Research Corporation
Washington, D.C.

Slide/Tape: The CDA Program

Discussion/Questions

3:45-4:00 BREAK

4:00-4:30 *The CDA Credential Award System*
Lillian Sugarman, Regional Representative
CDA Consortium
Washington, D.C.

4:30-5:15 *The Experience of Becoming a CDA*
Saundra C. Gilbert

Heather Gothard, Education Coordinator
Hamilton County Department of Education
Chattanooga, Tennessee

Marta Gonzales, Education Coordinator
Rosemont Day Care Center
Washington, D.C.

5:15-5:30 *Discussion/Questions*

Workshop II: The Assessment and Credentialing System *English Suite*

Workshop Coordinators:

Marguerita Perez-Jones, Research Specialist
CDA Consortium
Washington, D.C.

Terry Lewis, Program Analyst, ACYF
Washington, D.C.

2:30-2:40 *Welcome and Introductions*
Terry Lewis

2:40-3:10 The Assessment and Credentialing Process
Lillian Sugarman

3:10-4:00 *The Local Assessment Team Meeting*

Questions/Discussion

4:00-4:15 BREAK

4:15-4:30 *The Advisor's Role in the Assessment Process*
The CDA Consortium

4:30-4:45 *The Bilingual/Bicultural (Spanish) Credential*
Marguerita Perez-Jones

4:45-5:30 *Discussion/Questions*

Workshop III: Update on the Assessment and Credentialing System *Stuart Room*

Workshop Coordinators:

Robert Granger, Executive Director
and
Mark Sarver, Communications Specialist
CDA Consortium
Washington, D.C.

2:30-3:15 *Current Status of the CDA Consortium*
Robert Granger

3:15-3:45 *Questions/Discussion*

3:45-4:00 BREAK

4:00-4:15 *The New CDA Consortium Board Structure*
The CDA Consortium

4:15-4:40 *Changes in the Qualifications for the Advisor on the Local Assessment Team*
The CDA Consortium

4:40-5:00 *A CDA Credential for Teachers in Home-Based and Infant Programs*
The CDA Consortium

5:00-5:30 *Questions/Discussion*

Workshop IV: Implementation of CDA Training Criteria *Italian Suite*

Workshop Coordinators:

Trudy M. Hamby, Director, Curriculum Development
University Research Corporation
Washington, D.C.

Martha Honeycutt, Program Director
Arizona/Nevada CDA Program
Central Arizona College
Coolidge, Arizona

2:30-2:40 *Welcome and Overview*
Bill Barse, Senior Training Specialist
University Research Corporation
Washington, D.C.

2:40-3:00 *CDA Training Criteria: Keys to "Quality" CDA Training*
Trudy Hamby

3:00-3:20 *The Arizona/Nevada CDA Training Program*
Martha Honeycutt

3:20-3:45 *A Demonstration of CDA Training*

Part 1: *The On-Site Field Observation*
Videotape of Classroom
Cameron Head Start, The Navajo Nation

3:45-4:00 BREAK

4:00-4:45 Part 2: *The Follow-Up Field Advisor/Intern Field Observation Conference*

Betty Chester, CDA Field Advisor
Arizona/Nevada CDA Training Program
Central Arizona College
Coolidge, Arizona

Maybelle Stevens, Teacher
Cameron Head Start Center
The Navajo Nation
Cameron, Arizona

4:45-5:30 *Dialogue/Discussion*

Workshop V: Materials and Resources for CDA Training — *Tudor Room*

Workshop Coordinators:

Lela C. Jones, Project Manager
and
Meg Hensel, Assistant
CDA Services and Resource Center
ERIC Clearinghouse on Elementary and Early Childhood
University of Illinois
Urbana, Illinois

2:30-2:40 *Welcome and Introductions*

Lela C. Jones

2:40-3:00 *The CDA Dissemination and Retrieval System*

Lela Jones
Meg Hensel

3:00-4:00 *Developing Learning Modules and Other Materials for CDA Training—Panel Discussion*

Velma Lehman, Moderator
Administrative Fellow
Division of Vocational-Technical Education
Minnesota State Department of Education
Minneapolis, Minnesota

Rayko Hashimoto, Child Development Specialist
Head Start STATO
Portland State University
Portland, Oregon

Janice Beaty, HSST/CDA Project Manager
Elmira College
Elmira, New York

Diane Trister Dodge, Vice-President, Early Childhood Specialist
Creative Associates
Washington, D.C.

4:00-4:15 BREAK

4:15-4:35 *Bilingual/Bicultural Materials*

Yolanda Molina, Project Director
Bilingual/Multicultural Early Childhood Resource Network, Region VI

4:35-5:00 *Incorporation of CDA Modules and Materials into the College Crediting System*

Richard M. Rustay, Project Manager
CDA Training and Technical Assistance Project, Region IV
Atlanta, Georgia

5:00-5:30 *Review of Materials and Discussions with Individual Presenters*

Workshop VI: Representative Approaches to CDA Training — *Essex B*

Workshop Coordinators:

Ruth Benoliel, CDA Project Director
Washington STATO
University of Washington
Seattle, Washington

Norman LaPointe, Director
Maine Children's Resource Center
University of South Maine
Gorham, Maine

2:30-2:40 *Welcome*

Ruth Benoliel/Norman LaPointe

2:40-2:50 *Regional Support for CDA Training*

J. Patrick Doyle, Child Development Specialist ACYF, Region IV
Atlanta, Georgia

2:50-4:00 *Panel Presentation on Approaches to CDA Training*

Four-Year Early Childhood Programs
Anne Campbell, Project Coordinator
and
Norman LaPointe, Director
Maine Children's Resource Center

Title XX CDA Programs
Charlotte Ferguson, CDA Program Director
Benedict College
Columbia, South Carolina

CETA CDA Training Programs
Frances Williams, CDA Program Director
Shaw University
Raleigh, North Carolina

Two-Year Early Childhood Programs
Marcia Guinn, Assistant CDA Project Director
Oscar Rose Junior College
Midwest City, Oklahoma

Indian and Migrant CDA Training Programs
Patsy Martin, Headstart/Daycare Coordinator
Stanley Smartlowit Education Center
Yakima Indian Nation
Toppenish, Washington

Ory Cuellar, Head Start Program Specialist
ACYF, Indian and Migrant Programs Division, Washington, D.C.

Regional Delivery Systems for CDA Head Start Training
Carolyn Miller, Project Director
HSST/CDA, Region VIII
Community Development Institute
Denver, Colorado

The STATO Approach
Ruth Benoliel

Jeanette Monigold
Seattle Community College Central
Seattle, Washington

4:00-4:15 BREAK

4:15-5:00 *Dialogue/Discussion with Panelists*

5:00-5:30 *Summary, Feedback, and Closing*

Workshop VII: Incorporation of CDA into State and Federal Requirements — *Dutch Suite*

Workshop Coordinators:

Jeannette Watson, Consultant in Early Childhood
Austin, Texas

Janet Nickerson, Educational Supervisor
Office of Child Day Care Licensing
Raleigh, North Carolina

2:30-2:50 *Status of the Incorporation of CDAs into Head Start*

Raymond Collins, Chief, Development and Planning Division, ACYF
Washington, D.C.

2:50-3:10 *Incorporating CDA into State Licensing*

Janet Nickerson

3:10-3:30 *State-Wide Coordination of CDA Training*

Jeannette Watson

Karen Bordelon, Child Care Training Coordinator
Texas Department of Community Affairs
Austin, Texas

3:30-3:50 *Research on Competence and Career Development: Implications for CDA*

Willa B. Pettygrove, Assistant Professor, Child Development
Iowa State University
Ames, Iowa

3:50-4:05 BREAK

4:05-4:30 *Applicability of CDA to Home-Based Programs*

Dorothy Mapp, Director
Union Baptist Head Start Center
Baltimore, Maryland

Deborah Cochran, Co-Director, HSTC
Portage Project
Portage, Wisconsin

4:30-4:50 *Implications for CDA: National Day Care Study*

Allen Smith, Director, National Day Care Study
ACYF, Day Care Division
Washington, D.C.

4:50-5:30 *Participant Discussion*

Workshop VIII: CDA Training: New Developments — *Austrian Suite*

Workshop Coordinators:

Lucy C. Biggs, CDA Liaison
Division of Continuing Education
University of Tennessee
Knoxville, Tennessee

Shirley Walker, Head Start Director
Florida Farm Worker's Council
Lake Harbor, Florida

2:30-2:40 *Introduction, Announcements*

Lucy Biggs/Shirley Walker

2:40-4:05 *Alternative Approaches to Training of Trainers*

2:40-3:00 *Head Start Education Coordinators As CDA Trainers*

Jean Berry Racin, HSST/CDA Field Specialist, Region III
Head Start Regional Resource and Training Center
University of Maryland/University College
College Park, Maryland

3:00-3:20 *Bilingual-Multicultural Training of Trainers Project*

Masako Tanaka
Preschool Bilingual/Multicultural Center
Development Associates
San Francisco, California

3:20-3:40 *Training School System Supervisors Through a CDA Training Model*

Lucy C. Biggs

3:40-4:05 Small Interest-Group Discussions

4:05-4:20 BREAK

4:20-4:40 *Communication Skills and Competence*

Nina F. Beauchamp, Program Director
HSST/CDA Program
Tuskegee Institute
Tuskegee, Alabama

4:40-4:50 *Discussion*

4:50-5:10 *CDA Trainees As Adult Learners*

Doris Williams
Associate Professor and Coordinator for Graduate Studies, Home Economics Department
Bowling Green State University
Bowling Green, Ohio

5:10-5:20 *Discussion*

5:20-5:30 *Summarizing Remarks*

Lucy Biggs

Workshop IX: Development of a CDA Training Program *Essex A*

Workshop Coordinators:

Emily Sharp, Director of Education
St. Ann's Infant and Maternity Home
Hyattsville, Maryland

Kathryn Nelson
St. Louis Community College at Forest Park
St. Louis, Missouri

2:30-2:40 *Introduction and Overview*

Emily Sharp

2:40-3:40 *Panel Presentation:*

Guidelines to CDA Curriculum Development

Nan Vincent, Professor of Early Childhood Education
University of the District of Columbia
Washington, D.C.

Meeting the CDA Training Criteria

Sally Hardy, Project Director
CDA Training and Technical Assistance Project, Region IV
Atlanta, Georgia

Developing a CDA Program in a Junior College

Kathryn Nelson

Development of Bilingual/Bicultural CDA Training Programs

Soledad Arenas, Director
Head Start Strategy for Spanish-Speaking Children
ACYF
Washington, D.C.

3:40-4:00 BREAK

4:00-5:15 *Interest Groups: Dialogue and Discussion*

5:15-5:30 *Summary*

Emily Sharp

Workshop X: Key Features of CDA Training *French Suite*

Workshop Coordinators:

Carrie Cheek, Assistant Director
Specialist Services Program
School of Continuing Education
New York University
New York, New York

Sherry Patterson
Head Start Education Coordinator
Western Wisconsin CAP
Glenwood City, Wisconsin

2:30-3:00 *The Pre-Appraisal Process*

Jean Harty, HSST/CDA Field Supervisor
Iowa State University
Ames, Iowa

3:00-3:30 *Observation and Recording Skills*

Christine Howard, CDA Trainer
University of Tennessee
Division of Continuing Education
Knoxville, Tennessee

3:30-3:45 BREAK

3:45-4:15 *The Portfolio as a Training Tool*

Peter Pizzolongo, CDA Field Supervisor
Wilmington, Delaware

4:15-4:45 *The Team Relationship*

Dan Gartrell, Project Director
Bemidji State University
Child Development Training Program
Bemidji, Minnesota

4:45-5:30 *Questions/Discussion*

Evening Sessions

Lancaster Room

5:30 p.m. *Cash Bar*

6:30 p.m. *Dinner*

8:00-10:00 *Introduction of Forum*

Barbara Ferguson Kamara
Associate Commissioner
ACYF
Washington, D.C.

Summary:

CDA — The Challenge Ahead
Jenni W. Klein, Director, Educational Services
ACYF
Washington, D.C